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ABSTRACT

This directory of selected early childhood programs includes project grants in three categories administered by the Office of Special Education Programs and funded under the Early Education Program for Children with Disabilities. The program categories include the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services. The directory is organized into four sections: (1) the Introduction, which provides an overview of federal early childhood programs, their purposes and activities, and the implications of Public Law 99-457 and Public Law 101-476 for federal and state efforts in planning and implementing early childhood education and related services; (2) the Directory section which provides a state-by-state listing of the early childhood projects, personnel administering the Preschool Grants Program and the Program for Infants and Toddlers with Disabilities, and chairpersons of the state Interagency Coordinating Councils; (3) the Project Abstracts section which provides half-page descriptions for each of the projects, outlining their purpose, target, approach, practices, and outcomes, and organized according to program category; and (4) two indexes to project abstracts, organized by program category and subcategory and by state. The Directory section is designed to provide a quick reference to all project addresses and telephone numbers within a state, and the Project Abstracts section provides a comprehensive view of project activity within a given program. (JDD)

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1990–1991 DIRECTORY

OF SELECTED EARLY CHILDHOOD PROGRAMS

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EC 300487

produced for OSERS by NEC*TAS
The National Early Childhood
Technical Assistance System

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1990–1991
DIRECTORY

OF SELECTED
EARLY CHILDHOOD
PROGRAMS

Edited by Marcia J. Decker

NEC*TAS is a collaborative system
coordinated by

Frank Porter Graham Child Development Center,
The University of North Carolina at Chapel Hill

with

Department of Special Education, University of Hawaii at Manoa
Georgetown University Child Development Center
National Association of State Directors of Special Education (NASDSE)
National Center for Clinical Infant Programs (NCCIP)
National Parent Network on Disabilities

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The National Early Childhood Technical Assistance System (NEC*TAS) is a collaborative system coordinated by the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. The address of the coordinating office is NEC*TAS, CB# 8040, Suite 500 NCNB Plaza, Chapel Hill, NC 27599-8040; telephone number (919) 962-2001.

March 1991

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PREFACE AND USER'S GUIDE

Preface

This document, produced by the National Early Childhood Technical Assistance System (NEC*TAS) for the U.S. Department of Education, is a directory of selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants in three program categories administered by the Office of Special Education Programs (OSEP): the Division of Innovation and Development (DID), the Division of Personnel Preparation (DPP), and the Division of Educational Services (DES), funded under the Early Education Program for Children with Disabilities (EEPCD), formerly the Handicapped Children's Early Education Program (HCEEP). The Directory also lists key state personnel who administer the Preschool Grants Program (Section 619 of Part B) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Education of the Handicapped Act as amended by Public Law 99-457 and Public Law 101-476, which changed the name of the law to the Individuals with Disabilities Education Act (IDEA).

The Directory is organized into four sections:

* The **Introduction** provides an overview of OSERS' early childhood programs, their purposes and activities, and a brief discussion of the implications of P.L. 99-457 and P.L. 101-476 for federal and state efforts in planning and implementing early childhood education and related services.

* The **Directory** section provides a state-by-state listing of EEPCD, DID, and DPP projects; state personnel administering Section 619 and Part H; and state ICC chairs for the 50 states and 10 other jurisdictions (e.g., Guam, Puerto Rico, District of Columbia). These listings include address, telephone number, SpecialNet User Name (where available), and FAX numbers (where available).

* The **Project Abstracts** section provides half-page abstracts for each of the EEPCD, DID, and DPP projects. Project abstracts are organized according to program category and subcategory and, within category, by state. Abstracts include project title and grant number, director or principal investigator, telephone number, funding period, fiscal agency with city/state location, competition category, and project description.

* The **Indexes** provide two guides to project abstracts. One index is organized by program category and subcategories; the other is arranged by state.

The information contained in this document represents the best information available at press time. Project abstracts for EEPCD projects were derived from information prepared by the Council for Exceptional Children, project proposals, direct contacts, or, for continuing projects, the previous year's project abstract. Project abstracts for DID and DPP grantees were developed using information provided by OSERS and information provided directly by projects. Contact information for all projects has been confirmed by phone and revised as necessary.

The *1990-91 Directory of Selected Early Childhood Programs* is a contractual publication by NEC*TAS under its four-year agreement with OSEP. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under P.L. 99-457 and P.L. 101-476, for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in networking or collaboration with other professionals. Lawmakers, administrators, and policymakers may use this document as an overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1990-91 Directory* will stimulate further interest in the special needs of children with or at risk for disabilities and their families, and encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The Directory provides descriptions of selected OSERS projects and their primary activities, and information to assist readers in contacting these projects.

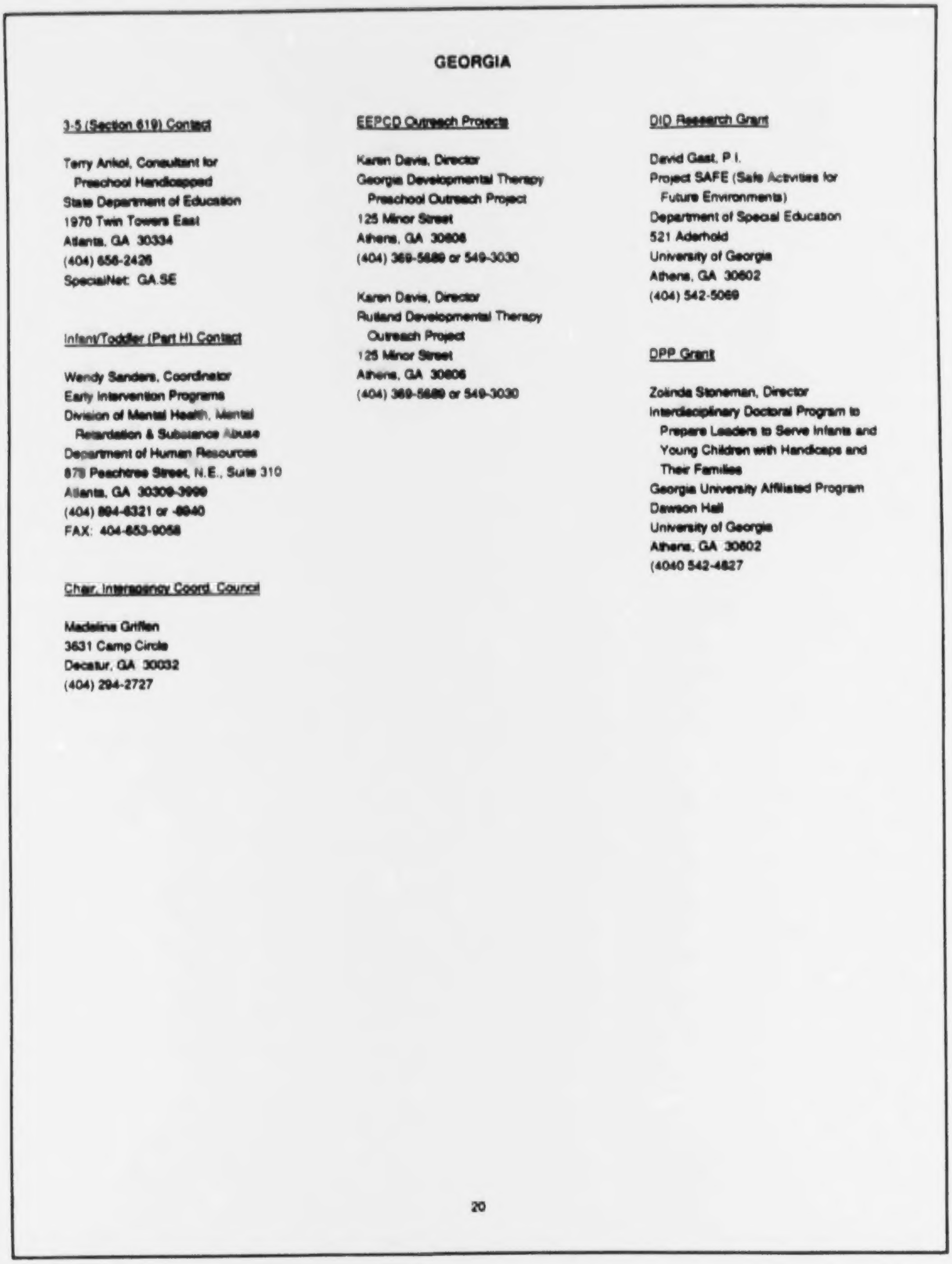
Within this document, project addresses are listed separately from project abstracts. This structure provides readers with a quick overview of projects active within a given state, while reserving maximum space in project abstracts for descriptive information. It also allows for the Directory and Abstract sections to be organized in the most useful formats for reader use.

The Directory section is organized by state or jurisdiction, in order to provide quick reference to project addresses and telephone numbers. Each state page in the Directory section is arranged in columns, as follows:

> Left-hand column: State personnel (Section 619 coordinators, Part H coordinators, chairs of state Interagency Coordinating Councils)
>
> Center column: EEPCD projects and institutes (these may extend to additional columns for states with numerous EEPCD listings)
>
> Right-hand column: DID and DPP grantees (where EEPCD listings extend to additional columns, listings for DID and DPP may begin on or extend to a second page)

EEPCD project listings are divided into seven subcategories on state pages: demonstration, experimental, inservice training, outreach, early childhood research, research institute, and technical assistance center. Within program categories, projects are listed alphabetically by city, and within city, by project name. (See Figure 1 for an example of a directory page.)

Figure 1
Sample Directory Page



GEORGIA

3-5 (Section 619) Contact

Terry Ankol, Consultant for
Preschool Handicapped
State Department of Education
1970 Twin Towers East
Atlanta, GA 30334
(404) 656-2426
SpecialNet: GA.SE

Infant/Toddler (Part H) Contact

Wendy Sanders, Coordinator
Early Intervention Programs
Division of Mental Health, Mental
Retardation & Substance Abuse
Department of Human Resources
878 Peachtree Street, N.E., Suite 310
Atlanta, GA 30309-3999
(404) 894-6321 or -6940
FAX: 404-853-9058

Chair, Interagency Coord. Council

Madeline Griffen
3631 Camp Circle
Decatur, GA 30032
(404) 294-2727

EEPCD Outreach Projects

Karen Davis, Director
Georgia Developmental Therapy
Preschool Outreach Project
125 Minor Street
Athens, GA 30606
(404) 369-5689 or 549-3030

Karen Davis, Director
Rutland Developmental Therapy
Outreach Project
125 Minor Street
Athens, GA 30606
(404) 369-5689 or 549-3030

DID Research Grant

David Gast, P.I.
Project SAFE (Safe Activities for
Future Environments)
Department of Special Education
521 Aderhold
University of Georgia
Athens, GA 30602
(404) 542-5069

DPP Grant

Zolinda Stoneman, Director
Interdisciplinary Doctoral Program to
Prepare Leaders to Serve Infants and
Young Children with Handicaps and
Their Families
Georgia University Affiliated Program
Dawson Hall
University of Georgia
Athens, GA 30602
(4040 542-4827

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The Project Abstracts section is organized by program category to provide a comprehensive view of project activity within a given program. Some projects under EEPCD are further divided by subcategory. Within each program category or subcategory, abstracts are arranged alphabetically by state, and within each state by project title. Each abstract indicates the project director and telephone number, grant number, funding period, fiscal agency with city/state location, and the competition in which the project was funded. Abstracts are one-half page in length and are printed two to a page. (See Figure 2 for sample abstract.) Abstracts are organized as follows:

EEPCD Projects

- Demonstration Projects:
  - Information Systems, Integrated Preschool, Methodology for Infants/Toddlers with Disabilities, Nondirected Demonstration
- Experimental Projects:
  - Experimental/Compensatory, Nondirected Experimental
- Inservice Training Projects:
  - Inservice Training for Related Services, Multidisciplinary Training
- Outreach Projects:
  - National/Multistate, State
- Research Institutes
- Research Projects on Early Childhood Program Features
- Technical Assistance Center

DID Contracts and Grants

- Compensatory Technology Applications Grants
- DID Contract
- Field-Initiated Grants
- Research Institute
- Research Grants on General Education, Social Studies, and Language Arts Curricula
- School Practices Grants
- Small Business Innovative Research Grants
- Small Grants
- State Agency/Federal Evaluation Studies
- Student-Initiated Grants

DPP Grants

- Infant/Toddler Personnel Grants
- Leadership Grants
- Low-Incidence Grants
- Newborn/Infant Personnel Grants
- Related Services Grants
- Rural Special Projects Grants
- Special Educators Grants
- Special Populations Grants
- Special Projects Grants

Figure 2
Sample Project Abstract

NICU Transition Project

Outreach Project--National/Multistate
Directors: Forrest C. Bennett & Rodd Hedlund
Fiscal Agency: Experimental Education Unit,
University of Washington (Seattle, WA)

Funding Period: 1989-92
Telephone: (206) 543-4011
Grant No.: H024D90011

PURPOSE: To replicate the Transactional Family Systems Model Project (TFSM) in hospital neonatal intensive care units (NICUs) and community developmental centers.
TARGET: Personnel in hospital NICUs, community developmental centers, school districts, and public health agencies in Alaska, Idaho, Montana, and Washington.
APPROACH: The project has two components: 1) assisting hospital NICUs and community service providers in collaboration on the development and implementation of a comprehensive transition plan for multiply handicapped/medically fragile infants and their families; and 2) assisting community developmental centers in developing and implementing an array of services for these children. The goal is to establish a comprehensive, hospital-based transition plan for a continuum of uninterrupted services for family and infant. Training addresses development of the Home Transition Plan, developing and managing the Individualized Family Service Plan, case management, assessment techniques, and evaluation of child and family progress.
PRACTICES: The model offers an intervention/transition approach focusing on family interactions across time. Services emphasize facilitating positive parent-infant interactions and encouraging interactions that foster the child's developmental growth. The transition process begins 3 to 4 weeks prior to NICU discharge to allow time for parent training in medical and caregiving procedures. Weekly home visits are scheduled so that both parents can participate. The model provides a transagency approach to case management and coordination of services.

Portage Multi-State Outreach Project

Outreach Project--National/Multistate
Director: Julia Herwig
Fiscal Agency: Cooperative Educational Service Agency #5
(Portage, WI)

Funding Period: 1990-93
Telephone: (608) 742-8811
Grant No.: H024D00031

PURPOSE: To assist state and local agencies in providing services for children with disabilities and their families across a variety of settings and program options.
TARGET: Early childhood teachers, therapists, coordinators, and service providers; and children, birth to age 6 years, who have disabilities or at risk for developmental delays, and their families, especially from typically underserved groups such as migrant and Native American.
APPROACH: The project will work with state educational agencies in ten states to determine training needs and select agencies to participate in training activities. Training will be based on needs assessments and will apply adult learning techniques. Sessions will incorporate discussion, demonstration, practice, and feedback. A variety of follow-up and support strategies will be offered, including on-site visits, additional training, video exchange, telephone consultations, and monitoring program lesson plans. Program review will take place 9 to 12 months after initial training to assess the extent to which objectives have been achieved.
PRACTICES: The Portage Project is a family-focused, individualized early intervention system designed to work in partnership with parents to mediate instructional programs that meet the developmental, functional, and education needs of their young children with disabilities and that support family functioning. The model provides comprehensive services to children and families in a variety of least restrictive environments.
OUTCOMES: A family-focused assessment and curriculum planning tool will be developed. Project data and materials will be disseminated.

EEPCD Outreach 136

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Readers seeking a quick reference to abstracts for particular categories of federal programs may consult the Table of Contents to find the appropriate block of project abstracts. A more detailed guide to project abstracts is provided in Index A, which lists all projects by program category and subcategory, and within category alphabetically by project title, with city/state location of each project indicated parenthetically after the project title. Page references give both page number and placement of the abstract on the page (A = upper half, B = lower half). Index A follows the same order as the Project Abstracts section.

Readers who wish to locate information about a given state's projects have two choices. For an overview of state activities and contact information, readers should consult the state page in the Directory section. For an overview of state activities with a guide to project abstracts, readers should consult Index B, which lists projects by state, and within each state by program category. Page references give both page number and placement of the abstract on the page.

INTRODUCTION

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. These programs sponsor demonstration, outreach, research, training, and personnel preparation projects; research institutes; and a technical assistance center.

This directory reflects selected early childhood projects sponsored by OSERS. These projects are administered by the Office of Special Education Programs (OSEP) through three programs: the Early Education Program for Children with Disabilities (EEPCD), formerly the Handicapped Children's Early Education Programs (HCEEP), under the Division of Educational Services (DES); the Division of Innovation and Development (DID); and the Division of Personnel Preparation (DPP). The directory also lists key state personnel who are responsible for administering the two state initiatives for children with disabilities or at-risk conditions and their families under Public Law 99-457: the Preschool Grants Program (Section 619 of Part B) and the Program for Infants and Toddlers with Disabilities (Part H), including chairs of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

Division of Educational Services (DES)

The Division of Educational Services administers a number of discretionary and formula-grant programs. Those pertaining to early childhood initiatives include state programs for infants, toddlers, and preschoolers; and the Early Education Program for Children with Disabilities (EEPCD), which includes demonstration projects, experimental projects, inservice training projects, outreach projects, research institutes, research projects on early childhood program features, and a technical assistance center.

In 1990 through P.L. 101-476, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

State Initiatives

State grant programs were introduced in 1976, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities.

In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds from OSEP to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5 years, with disabilities.

The passage of P.L. 99-457 in 1986 and P.L. 101-476 in 1990 has changed both the scope and extent of services to young children with disabilities. Services for preschool children, age 3 through 5 years, have been expanded, and a new state formula grant program has been introduced to assist states in developing early intervention services for infants and toddlers, birth through age 2 years.

Preschool Grants Program (Section 619). The Preschool Grants program is a state formula grant authorized under Section 619 of the Individuals with Disabilities Education Act (formerly the Education of the Handicapped Act), Part B, to encourage state and local educational agencies to expand educational services for preschool children with disabilities, age 3 through 5 years. The formula grant to a state is based on the number of identified children with disabilities, age 3 through 5 years, who receive special education and related services. For fiscal years 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who will be served in the state. Beginning in fiscal year 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, age 3 through 5 years. The state may use 5% of the grant for administrative expenses.

Program for Infants and Toddlers with Disabilities (Part H). The Program for Infants and Toddlers with Disabilities is a formula grant authorized by Part H of P.L. 99-457. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for children with disabilities, birth through age 2 years, and their families.

States wishing to participate in this program must appoint a lead agency and designate an interagency coordinating council. Activities during the initial years of participation must be designed to build a statewide system of early intervention services that, by the fourth year of participation, must include the 14 components defined by statute. These components are 1) definition of developmentally delayed; 2) timetable for services to all in need in the state; 3) comprehensive multidisciplinary evaluation of needs of children and families; 4) individualized family service plan and case management services; 5) child find and referral system; 6) public awareness; 7) a central directory of services, resources, experts, and research and demonstration projects; 8) comprehensive system of personnel development; 9) a single line of authority in a lead agency designated or established by the Governor; 10) policy pertaining to contracting or making arrangements with local service providers; 11) procedure for timely reimbursement of funds; 12) procedural safeguards; 13) policies and procedures for personnel standards; and

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* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

14) a system for compiling data regarding the early intervention programs. The system must be implemented fully by the fourth year, and all eligible children and families must be receiving services by the fifth year (and for all succeeding years) for states to continue participation in the program.

Funding for the Part H Program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available. Additional allocations are available for the Bureau of Indian Affairs and for the outlying areas.

Early Education Program for Children with Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP) -- renamed the Early Education Program for Children with Disabilities (EEPCD) under P.L. 101-476 -- was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with handicaps, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: 1) the need for locally designed ways to serve infants, young children, and their families, 2) the need for more specific information on effective programs and techniques; and 3) the need for distribution of visible, replicable models throughout the country.

Two major assumptions underlying this program were 1) that only through early intervention with tested and successful program models could best services be provided for children with disabilities, and 2) that the program should provide models of services rather than be a direct service delivery program. HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 20 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects which would disseminate proven procedures and models, or components of models. Research institutes were added in 1977, to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s, the categories of experimental projects, inservice training projects, and research projects on early childhood program features were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 and of P.L. 101-476 have had a significant impact upon HCEEP activities, beginning with the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). The program currently places increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through age 2 years, and their families, and in the expansion of services for children with disabilities, age 3 through 5 years, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

During 1990-91, EEPCD is supporting 130 projects, including 40 demonstration projects, 9 experimental projects, 17 inservice training projects, 52 outreach projects, 6 research projects on early childhood program features, 5 research institutes, and a national technical assistance center. Funding periods range from two years of funding for the information systems projects (a subcategory of demonstration project), to five years of funding for research institutes. The majority of projects are funded for three years. Among currently funded projects, one research institute is in its fifth year of funding; 5 projects (3 research projects on early childhood program features, a research institute, and the technical assistance center) are in their fourth year of funding; 45 projects (15 demonstration, 6 experimental, 23 outreach, and a research institute) are in their third year of funding; 35 projects (6 demonstration, 3 experimental, 10 inservice training, 14 outreach, and 2 research institutes) are in their second year of funding; and 44 projects (19 demonstration, 7 inservice training, 15 outreach, and 3 research projects on early childhood program features) are in their first year of funding. [Five additional projects on school practices, which are funded by EEPCD, are administered by DID and are discussed in that section.] Activities of these projects are described below.

Demonstration Projects. Model demonstration projects have addressed a range of topics, including child identification and assessment; multidisciplinary intervention services for child and family; interagency collaboration in the provision of services; family and professional collaboration; service delivery models; coordination with public schools; curriculum development; evaluation of child progress; services for infants with special health needs, such as Fetal Alcohol Syndrome or AIDS; and methods of collaboration between allied health and special education service providers. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies.

Demonstration projects have proven their effectiveness. An early study indicated that approximately 80 percent of the demonstration projects (and programs that replicated the demonstration models) continued to operate in their respective communities after their federal funding ended. The study also showed that many children learned one and one-half to two times the educational skills they would have been expected to learn without project experiences. These findings indicate that many young children with disabilities are capable of making significant gains in the crucially important early years.

In 1987 priorities for demonstration projects were introduced in an effort to stimulate models in areas where new information or procedures were needed. The priority areas of projects receiving funding during 1990-91 are development of information systems, provision of integrated preschool services, and methods of serving infants and toddlers with severe handicaps. Grants for 18 demonstration projects are nondirected.

Experimental Projects. Projects supported under this competition design investigations that compare educational practices and interventions related to early childhood services. During 1990-91, projects are addressing early intervention practices, service delivery strategies, and public policies with the potential to improve early intervention for children, birth through age 8 years.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early intervention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. During 1990-91, 10 ongoing projects provide multidisciplinary training for child care personnel, while 7 new projects address training needs of related services personnel.

Outreach Projects. The outreach component has two goals: 1) to promote and increase high-quality services to preschool children with disabilities, birth through age 8 years, and their families; and 2) to stimulate replication of innovative models, many of which were developed and refined during EEPCD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from one to three years.

Outreach efforts have been major contributors to the networking of effective programs for young children, providing improved training and services and building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state departments of education and other state agencies in their efforts to expand or improve services for infants and preschool children.

While most outreach funding is directed at multiple-state or national efforts, 14 of the continuing EEPCD outreach projects -- all in their final year of funding -- emphasize intensive dissemination and development of services within a single state, and assistance to individual states in implementing statewide services for children with or at risk for disabilities and their families. The other 38 outreach projects, representing all three years of funding, have a multistate or national focus.

Research Projects on Early Childhood Program Features. With the passage of P.L. 99-457, the Division of Educational Services was given authority to support research projects through HCEEP. In 1987 three four-year awards were made under the Research on Early Childhood Program Features competition, under the Division of Innovation and Development. The purpose of these research projects is to compare the effectiveness of several program components for promoting language development or social development of young children with disabilities. During 1989-90, administration of these projects moved from DID to HCEEP (now EEPCD). In addition to three continuing projects, EEPCD is funding three additional research projects during 1990-91, two addressing language intervention and one on motor functioning.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and the Office of Special Education Programs Research Projects Section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported ten institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1990-91, five institutes receive EEPCD funding. These institutes address the cost and effectiveness of early intervention; training of personnel to work with infants with disabilities; interventions to assist children and families in making transitions from hospital to home, from home to preschool services, and from preschool to public school; barriers to mainstreaming in preschools; and behaviorally based developmental care and intervention in the neonatal intensive care unit (NICU). [One institute, addressing policy issues, is funded and administered by DID and is discussed in that section.]

Technical Assistance Center. Technical assistance (TA) is an ongoing, systematic, and nonevaluative process that uses a variety of support strategies to help clients accomplish targeted goals.

The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457, consists of six collaborative organizations which represent multidisciplinary professional and parental expertise; an advisory group; and an external evaluator. The NEC*TAS system provides technical assistance and support services, including product development and dissemination, to assist state agencies and other designated jurisdictions as they develop and expand services for children, birth through age 8 years, with disabilities and at-risk conditions, and their families. Assistance also is available to EEPCD (formerly HCEEP) grantees.

The TA approach designed by NEC*TAS addresses the unique needs of each state, as well as their collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federated States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include case management, finance, interagency issues, procedural safeguards, personnel, data collection, child identification, and public awareness. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment, personnel, finance, interagency agreements, child identification (including eligibility), legislation, transition, and public awareness. Technical assistance has been provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues. NEC*TAS has designed strategies to assist states, employing such techniques as on-site consultations, telephone consultations and conference calls, publications, topical workshops, ongoing liaison and resource referral, and the Early Childhood Bulletin Board, operated through the electronic communication system known as SpecialNet.

Services available to EEPCD projects include telephone consultations, print products, information referral, teleconferencing, selected consultations, the Early Childhood Bulletin Board, and a national directors' meeting.

NEC*TAS provides limited services -- including resource referral, selected publications, and networking opportunities -- to selected technical assistance agencies, professionals, and parents involved in planning and developing comprehensive services for children with special needs and their families.

Division of Innovation and Development (DID)

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities designed to increase knowledge and understanding of handicapping conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

During 1990-91, the Division of Innovation and Development (DID) is administering 33 research projects with a focus on early childhood issues. These include 14 field-initiated research grants; 5 school practices grants; 4 student-initiated research project grants; 2 research grants on general education, social studies, and language arts curricula; 2 small business innovative research grants; 2 small grants; a state agency/federal evaluation studies grant; a compensatory technology applications grant; an early childhood research institute which addresses policy development and implementation related to Part H; and a research contract. The school practices grants receive their funding through EEPCD.

Division of Personnel Preparation (DPP)

The Division of Personnel Preparation (DPP), through the Training Personnel for the Education of Individuals with Disabilities Program, assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel.

In September 1984, DPP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of parents and guardians who are primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and in several cases, the training institutions cooperate with medical facilities, local educational or health agencies, or state educational agencies.

During 1990-91, the Division of Personnel Preparation is funding 206 projects addressing various aspects of the preparation of early intervention and early childhood personnel. Seventy-six projects are funded to prepare special educators, 37 to prepare personnel to serve infants and toddlers, 23 to prepare leadership personnel, 17 to prepare related services personnel, 12 to prepare personnel to serve newborns and infants, 16 in special populations, 14 in special projects, 9 in rural special education, and 2 in low incidence populations. Most of these projects provide training leading to a master's or doctoral degree; the majority lead to certification as early interventionists. While some programs are discipline-specific or disability-specific, most are interdisciplinary, and have a strong family focus and emphasis on field experience.

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EEPCD Demonstration Projects

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Maureen White, Director
Elena Cohen, UBC Director
Bilingual Integrated Preschool
Project
Rosemount Center
2000 Rosemount Avenue, N.W.
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Barbara Browne, Director
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Funger Hall 524
Washington, DC 20052
(202) 994-6170
FAX: 202-994-3365

Gail A. Solit, Director
Angela Bodnarczyk, KDES Preschool
Coordinator
Maral Taylor, Mainstreaming Program
Coordinator
Demonstration Project to Integrate
Hearing and Hearing-Impaired
in Day Care
Child Development Center
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5130 (Solit)
651-5031 (Bodnarcyk)
651-5340 (Taylor)

Kathy Katz, Director
Cynthia Baker, Coordinator
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Development Center
CG52 Bles Building
3800 Reservoir Road, N.W.
Washington, DC 20007
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EEPCD Inservice Training Project

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Victoria Rab, Director
Bridging the Gap: Inservice Training
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DPP Grants

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Doctoral/Postdoctoral Training of
Psychologists in Services to
At-Risk and Handicapped Infants
and Toddlers
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Maxine Freund, Director
Encouraging New Training for Women
in Nontraditional Educational
Services (ENTWINES)
George Washington University
2201 G Street, N.W.
Funger Hall 524
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(202) 994-1547

Judith Pokorni, Director
An Inservice Program for Intermediate
Care Facility Staff
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
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(continued on next page)

DISTRICT OF COLUMBIA (cont'd)

DPP Grants (cont'd)

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Child Development Center
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3800 Reservoir Road, N.W.
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Preparation of Speech-Language Pathologists with Specialization in Infant/Preschool
Department of Communication Arts and Sciences
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2400 Sixth Street, N.W.
Washington, DC 20059
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Marilyn Sass-Lehrer, Director
Preparation Program for Parent-Infant Educators of the Hearing-Impaired
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Gallaudet University
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Washington, DC 20002
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Kathy Katz, Director
Preservice Training Program to Prepare Special Education and Related Services Personnel
Child Development Center
Georgetown University
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 687-8635

Robert Mobley, Director
Teacher Preparation in Education of Hearing-Impaired and Multi-handicapped Hearing-Impaired
School of Education & Human Services
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5530

Maxine Freund, P.I.
The Transdisciplinary Approach to Clinical Infant Training (TACIT)
Department of Teacher Preparation and Special Education
George Washington University
2121 I Street, N.W. - 6th Floor
Washington, DC 20052
(202) 994-6170

Norma Anderson, Director
The Transdisciplinary Approach to Training Speech-Language Pathologists
Department of Communication Sciences and Disorders
Howard University
Washington, DC 20059
(202) 806-6990

FEDERATED STATES OF MICRONESIA

3-5 (Section 619) Contact

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Department of Human Resources
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Resource Room Supervisor/Special Education Coordinator
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Department of Education
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Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

FLORIDA

3-5 (Section 619) Contact

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Bureau of Education for Exceptional Children
Division of Public School
State Department of Education
325 W. Gaines Street, Suite 544C
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EEPCD Demonstration Projects

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Department of Pediatrics
University of Florida
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392-3607 (Ariet)

Pamela Osnes & Trevor Stokes, Directors
Carousel Preschool Program
Florida Mental Health Institute
MHCG3-102
University of South Florida
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-4899
(813) 974-4565

EEPCD Outreach Project

Michael Morris, Admin. Director
Dianne Smith, Project Director
FACTS (Family and Agency Collaboration through Technical Support)
P.O. Box 161593
Altamonte Springs, FL 32716-1593
(407) 774-9888

Peter Hainsworth, Director
BEACON Outreach Project
17444 2nd Street, East
Redington Shores, FL 33708
(813) 392-8991
[see also Massachusetts address]

Marian Hainsworth, Director
ERIN Outreach Project
17444 2nd Street, East
Redington Shores, FL 33708
(813) 392-8991
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DPP Grants

Liz Rothlein, Director
Early Childhood Special Needs–Masters Degree Program
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-3826

Liz Rothlein & Sharon Vaughn, Directors
Infant Intervention Master's Degree
University of Miami
312 Merrick Building
Coral Gables, FL 33124
(305) 284-2903

Sharon Vaughn, Director
Minority Early Childhood Special Education Masters Degree–U.S. Virgin Islands
University of Miami
312 Merrick Building
Coral Gables, FL 33124
(305) 284-2903

Vivian Correa, Director
Infant Specialist Personnel Preparation Program: PLUS
Department of Special Education
University of Florida
G-315 Norman Hall
Gainesville, FL 32611
(904) 392-0702

Martha Clendenin, Director
Pediatric Physical Therapy Multidisciplinary Training Model
Department of Physical Therapy
University of Florida, Box J-154
Gainesville, FL 32610
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(continued on next page)

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DPP Grants (cont'd)

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Preschool Personnel Program: An
Interactional Training Project
Department of Special Education
University of Florida
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Mary Frances Hanline, Director (B-172)
Preservice Graduate Training in
Early Childhood Special Education
Department of Special Education
Florida State University
209 MCH
Tallahassee, FL 32306-3024
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Mary Frances Hanline, Director (B-172)
Preservice Graduate Training in
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Department of Special Education
Florida State University
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GEORGIA

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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Early Intervention Programs
Division of Mental Health, Mental
Retardation & Substance Abuse
Department of Human Resources
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Chair, Interagency Coord. Council

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EEPCD Outreach Projects

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DID Research Grant

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Project SAFE (Safe Activities for
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DPP Grant

Zolinda Stoneman, Director
Interdisciplinary Doctoral Program to
Prepare Leaders to Serve Infants and
Young Children with Handicaps and
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Infant/Toddler (Part H) Contact

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Infant/Toddler (Part H) Contact

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EEPCD Outreach Project

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DPP Grants

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Preparing Infant and Toddler Interventionists
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Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers
Dept. of Speech Pathology & Audiology
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ILLINOIS

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Infant/Toddler (Part H) Contact

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EEPCD Demonstration Project

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EEPCD Experimental Project

Richard Brinker, P.I.
Investigation of Direct/Indirect Effects of Contingency Intervention upon Handicapped Infants & Their Mothers
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
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EEPCD Inservice Training Project

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ILLINOIS (cont'd)

DID Research Grants

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The Coping of Parents of Very Low
Birthweight, Premature Infants
Department of Special Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820
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Richard Brinker, P.I.
Evaluation of the Impact upon
Families and Handicapped Infants
of a Program of Incentives
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
Mail Code 627
Chicago, IL 60608
(312) 413-1563

Richard Brinker, P.I.
Software Authoring Systems to Enhance
Cognitive and Linguistic
Development
Institute for the Study of Developmental Disabilities
1640 W. Roosevelt Road
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Personnel Preparation for Careers
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Interdisciplinary Leadership Project
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Kathleen Shank, Director
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Eastern Illinois University
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Research for Handicapped Infants
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232-7897 (Cochran)
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EEPCD Inservice Training Project

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and

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Best Practices in Integration
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DPP Grant

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Chair, Interagency Coord. Council

Linda Gleisner, Co-Chair
133 Education Center
University of Northern Iowa
Cedar Falls, IA 50614
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Richard Nelson, Co-Chair
Child Health Specialty Clinics
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University of Iowa
Iowa City, IA 52242
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DPP Grants

Kathleen McCartan, Director
Project CONNECT
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Iowa State University
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(515) 294-8957

John Folkins, Director
Training of Professional Personnel
in Preschool Communication
Disorders
Dept. of Speech Pathology & Audiology
Wendell Johnson SHC
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Iowa City, IA 52242
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KANSAS

3-5 (Section 619) Contact

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Carol Dermyer, Specialist for EC Handicapped
Special Educ. Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3869 (Weithers)
296-7454 (Dermyer)
SpecialNet: KANSASSE
FAX: 913-296-7933

Infant/Toddler (Part H) Contact

Judy Moler, Exec. Coordinator
Coordinating Council on Early Childhood Developmental Services
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 9th Floor
Topeka, KS 66601
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SpecialNet: KANSASSE
FAX: 913-296-6231

Azzie Young, Director
Aleta Ash, Part H (State)
Crippled & Chronically Ill Children's Program
Maternal and Child Health
State Dept. of Health & Environment
Landon State Office Building
900 S.W. Jackson, 10th Floor
Topeka, KS 66601
(913) 296-1205 (Young)
296-6135 (Ash)

Chair, Interagency Coord. Council

Denise Apt
810 Meadowbrook Road
Iola, KS 66749
(913) 296-2716

EEPCD Demonstration Projects

David Lindeman, Director
RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)
Kansas University Affiliated Program
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, Ext 1769
FAX: 316-421-6550
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Lee McLean & David Lindeman, Directors
Southeast Kansas Regional Birth to Three Project
Bureau of Child Research
University of Kansas
2601 Gabriel
Parsons, KS 67357
(316) 421-6550
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Ext. 1769 (Lindeman)
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Lee McLean, Director
Valerie McNay, Coordinator
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Parsons, KS 67357
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Ext. 1771 (McNay)
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EEPCD Research Institute

Mabel Rice & Marion O'Brien, Co-Directors
Carolyn Roy, Dissemination Coord.
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Lawrence, KS 66045-2930
(913) 864-4801
FAX: 913-864-5323 [Mark cover page: "Notify KECRI, 4-4801]

EEPCD Research Project

Judith Carta & Ilene Schwartz, P.I.s
ECLIPSE (Effective Child Language Interventions in PreSchool Environments)
Juniper Gardens Children's Project
University of Kansas
1614 Washington Blvd.
Kansas City, KS 66102
(913) 321-3143
FAX: 913-371-8522

(continued on next page)

DID Research Grant

Judith Carta, P.I.
Validation of a Classroom Survival
Skills Intervention Package
University of Kansas
1614 Washington Blvd.
Kansas City, KS 66102
(913) 321-3143

DPP Grants

Nancy Peterson, Director
Early Childhood Special Education
Personnel Preparation
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
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Ann Turnbull & Rud Turnbull, PIs
Shirley Behr, Director
Family Leadership Training Program
Department of Special Education
University of Kansas
Dole Building, 3rd Floor
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(913) 864-4954 or -7609

Earle Knowlton, Director
Field-Centered Preparation of
Teachers in Early Childhood
Education of the Handicapped
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4154

Nancy Peterson, Director
Model for Outreach Training
in Infant Intervention
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Mabel Rice, Director
Preparation of Preschool Classroom
Language Intervention Specialists
Child Language Program
University of Kansas
1043 Indiana Street
Lawrence, KS 66044
(913) 864-4570

Nancy Peterson, Director
Preparing Leadership Personnel in
Early Childhood
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Barbara Thompson, Douglas Guess,
& Nancy Peterson, Directors
Training Personnel for the Education
of Young Children with Severe and
Profound Multiple Handicaps
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

Sharon Rosenkoetter, Director
Associated Colleges of Central
Kansas Preservice Early Intervention Project
Associated Colleges of Central Kansas
105 E. Kansas Avenue
McPherson, KS 67460
(316) 241-5150
FAX: 316-241-5153

W. Merle Hill, Director
Statewide Training Network for
Preservice Training for Early
Childhood and Cross-Categorical
Special Education Paraprofessionals
Kansas Association of Community
Colleges
700 S.W. Jackson, Suite 901
Topeka, KS 66603
(913) 357-5156

BEST COPY AVAILABLE

KENTUCKY

3-5 (Section 619) Contact

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Planning & Interagency Branch
Division of Early Childhood Svcs.
Office of Education for Exceptional Children
Capitol Plaza Tower, 8th Floor
Frankfort, KY 40601
(502) 564-4970
SpecialNet: KENTUCKYSE

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Infant-Toddler Programs
Marge Allen, Part H Staff
Division of Mental Retardation
Department of Mental Health & Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
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SpecialNet: MSRRC (Univ. of Kentucky)
FAX: 502-546-3844

Chair, Interagency Coord. Council

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Route 6, Box 184
Murray, KY 42071
(502) 753-7485

EEPCD Inservice Training Project

Rebecca Howe, Director
Project Lexington
Interdisciplinary Human Development Institute
114 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
(606) 257-3465

EEPCD Outreach Project

Beth Rous, Project Director
Project STEPS Outreach
Child Development Centers of the Bluegrass
455 Springhill Drive
Lexington, KY 40503
(606) 278-0549

DPP Grant

John Schuster, Director
Training Rural Educators in Kentucky (TREK)
Department of Special Education
University of Kentucky
229 Taylor
Lexington, KY 40506-0001
(606) 257-8594

LOUISIANA

3-5 (Section 619) Contact

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Preschool Programs
Office of Special Educational Svcs.
State Department of Education
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Baton Rouge, LA 70804-9064
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SpecialNet: LA.SE
FAX: 504-342-7316

Infant/Toddler (Part H) Contact

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Evelyn Johnson, Interagency Coord.
Office of Special Educational Svcs.
State Department of Education
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342-3657 (Johnson)
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FAX: 504-342-7316

Eileen Sonnier, ICC Staff
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Baton Rouge, LA 70821
(504) 923-1233

Chair, Interagency Coord. Council

Rep. Ted Haik, ICC Chair
P.O. Box 11040
New Iberia, LA 70562
(318) 365-5486

Mollie Alarcon, ICC Vice-Chair
Child Development Center
Alton Ochsner Hospital
1514 Jefferson Highway
New Orleans, LA 70121
(504) 838-3000

DPP Grants

David Sexton, Director
Project TIE
Department of Special Education
and Habilitative Services
University of New Orleans
New Orleans, LA 70148
(504) 286-6609

Patsy Pochre, Director
Training Residents to Care for
Minority Children Who Are
At-Risk, Delayed or Handicapped
L.S.U. Medical Center
Human Development Center
1100 Florida Ave., Bldg. 119
New Orleans, LA 70119
(504) 942-8230

MAINE

3-5 (Section 619) Contact

Susan Mackey-Andrews, Executive
Director/ICCPHC
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE
FAX: 207-289-5900

Infant/Toddler (Part H) Contact

Susan Mackey-Andrews, Executive
Director/ICCPHC
Barb Bourgoine, Program Reviewer
Joanne C. Holmes, EC Consultant
Child Development Services
87 Winthrop Street
State House, Station #146
Augusta, ME 04333
(207) 289-3272
SpecialNet: MAINESE
FAX: 207-289-5900

Chair, Interagency Coord. Council

Robert N. Stockford, Director
Division of Special Education
Department of Education and
Cultural Services
State House Station #23
Augusta, ME 04333
(207) 289-5950 or -5953
SpecialNet: MAINESE

EEPCD Outreach Project

Anne Chaisson, Director
Project Reach ME - Maine's Birth to Five Early Intervention Outreach Model
87 Winthrop Street
State House Station #146
Augusta, ME 04333
(207) 289-3272

REPUBLIC OF THE MARSHALL ISLANDS

3-5 (Section 619) Contact

Asmon Langidrik, Acting Coordinator
Special Education
Box 497
Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
011 (692) 9-3359

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coord. Council

Not Eligible to Participate

MARYLAND

3-5 (Section 619) Contact

Sheila Draper, Chief
Program Development and Assistance Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2495
SpecialNet: MARYLANDDSE

Infant/Toddler (Part H) Contact

Carol Ann Baglin, Director
Debra Von Rembow, ICC Staff
Maryland Infants & Toddlers Program
Office of the Special Secretary for Children, Youth & Families
118 N. Howard, Suite 608
Baltimore, MD 21201
(301) 333-8100
SpecialNet: MDITP/MARYLAND
FAX: 301-333-3199

Chair, Interagency Coord. Council

Michael Bender, Vice President
Educational Programs
The Kennedy Institute and Johns Hopkins University
707 N. Broadway
Baltimore, MD 21205
(301) 522-5417

EEPCD Experimental Project

Paula Beckman, Director
Sandra Newcomb, Coordinator
Project Assist
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

EEPCD Inservice Training Project

James P. Gelatt, Administrator
Camille Catlett, Director
Betsy Ayankoya, Project Manager
Building Blocks: An Early Childhood Inservice Education Program for Speech-Language Pathologists & Audiologists
American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700
FAX: 301-571-0457

DID Research Grants

Joan Lieber & Paula Beckman, P.I.s
A Longitudinal Study of Social Interaction in Young Handicapped Children
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 454-2118

Louise Appell, P.I.
Development of an Interactive Videodisc Program for Use by Preschool Children
MACRO Systems, Inc.
8630 Fenton Street, Suite 300
Silver Spring, MD 20910
(301) 588-5484

Louise Appell, P.I.
Making Administrative Decisions about Technology by Examining Promising Instructional Practices
MACRO Systems, Inc.
8630 Fenton Street, Suite 300
Silver Spring, MD 20910
(301) 588-5484

DPP Grants

Lawrence Larsen, Director
Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers
Education Division
Whitehead Hall, Room 100
Johns Hopkins University
Charles and 34th Streets
Baltimore, MD 21218
(301) 338-8273

(continued on next page)

DPP Grants (cont'd)

Paula Beckman & David Cooper
Directors
Doctoral Leadership in Early Childhood Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Lani Florian, Director
Five-Year Preservice Preparation Program in Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742-1121
(301) 405-6486

Paula Beckman, Director
Master's Program in Early Childhood Special Education
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Joan Lieber, Director
Preparing Early Childhood Specialists to Work in the Inner City
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6467

Paula Beckman, Director
Training Infant/Family Specialists to Serve Multi-Risk Infants and Their Families
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Camille Catlett, Director
Interdisciplinary Inservice Training Model for Early Intervention
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

MASSACHUSETTS

3-5 (Section 619) Contact

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Early Childhood Programs
State Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7476
SpecialNet: MASPED
MASSACHUSETTSSED
FAX: 617-770-7604

Infant/Toddler (Part H) Contact

Karl Kastorf, Director
Andrea Weiss Shuman, Part H Coord.
Division of Early Childhood
Department of Public Health
150 Tremont Street, 2nd floor
Boston, MA 02111
(617) 727-5089 or -5090
SpecialNet: MA.PUBLICHEALTH
FAX: 617-723-1659

Chair, Interagency Coord. Council

Eunice Shishmanian
Developmental Evaluation Clinic
Children's Hospital Medical Ctr.
Fegan 10
300 Longwood
Boston, MA 02115
(617) 735-6501

EEPCD Demonstration Project

Joanne Brady, Director
Project GAINS (Gaining Access/
Integrating Needed Services)
Education Development Center, Inc.
School and Society Programs
55 Chapel Street
Newton, MA 02160
(617) 969-7100

EEPCD Outreach Projects

Geneva Woodruff, Director
Christopher Hansen, Coordinator
Project WIN Outreach
77 B Warren Street
Brighton, MA 02135
(617) 783-7300
FAX: 617-783-7305

Peter Hainsworth, Director
Donna Carroll, Coordinator
BEACON Outreach Program
Early Recognition Intervention Network
376 Bridge Street
Dedham, MA 02026
(617) 329-5529
[see Florida for Hainsworth address]

Marian Hainsworth, Director
Donna Carroll, Coordinator
ERIN Outreach Project
Early Recognition Intervention Network
376 Bridge Street
Dedham, MA 02026
(617) 329-5529
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EEPCD Research Institute

Heidelise Als, P.I.
Linda Gilkerson, Co-P.I.
National Collaborative Research
Institute for Early Childhood
Intervention
The Children's Hospital
300 Longwood Avenue
Boston, MA 02115
(617) 735-8249 (Als & project)
(312) 280-7302 (Gilkerson)
FAX: 617-735-7230

DID Research Grant

Judith Zorfass, P.I.
Project FULFILL
Education Development Center
55 Chapel Street
Newton, MA 02260
(617) 969-7100

DPP Grants

E. Harris Nober, Director
Early Childhood Educational Audiology
Dept. of Communication Disorders
University of Massachusetts
Amherst, MA 01003
(413) 545-3636 or -0131

E. Harris Nober, Director
Pediatric-Educational Audiology
Training Program
Dept. of Communication Disorders
University of Massachusetts
Amherst, MA 01003
(413) 545-3636 or -0131

Margaret Lahey, Director
Language Intervention Training for
Speech-Language Pathologists
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Sharon Cermak, Director
Leadership Training for Occupational
and Physical Therapists in School
Systems and Early Intervention
Sargent College of Allied Health
Boston University
1 University Road
Boston, MA 02215
(617) 353-2727

(continued on next page)

DPP Grants (cont'd)

Ena Vazquez-Nuttall & Karin
Lifter, Directors
Preservice Preparation of Minority
Personnel to Serve Handicapped
Preschool Children from Minority
Cultures
Dept. of Counseling Psychology,
Rehabilitation, & Special Educ.
Northeastern University
203 Lake Hall
360 Huntington Avenue
Boston, MA 02115
(617) 437-2485

Margaret Lahey, Director
Preservice Training for Masters Level
Speech-Language Pathologists to
Work in Early Intervention Settings
Division of Communications Disorders
Emerson College
168 Beacon Street
Boston, MA 02116
(617) 578-8732

Margot Kaplan-Sanoff, Director
Project VISIT
Child Development
Boston City Hospital
Talbot Building, Room 214
818 Harrison Avenue
Boston, MA 02118
(617) 534-4767

Patricia Rissmiller, Director
Interdisciplinary Training in Special
Needs: A Multicultural Approach
Shriver Center
200 Trapelo Road
Waltham, MA 02254
(617) 642-0238

MICHIGAN

3-5 (Section 619) Contact

Jan Baxter, Supervisor
Carol Regnier, Consultant
Special Education Services
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8215
SpecialNet: MI.SE

Infant/Toddler (Part H) Contact

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Jacquelyn Thompson, Consultant
Ruth Kavalhuna, Consultant
Early Childhood Education
State Department of Education
P.O. Box 30008
Lansing, MI 48909
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SpecialNet: MI.SE
FAX: 517-373-2537

Chair, Interagency Coord. Council

Carole Quarterman, ICC Chair
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Detroit, MI 48211
(313) 579-2777

EEPCD Outreach Project

Amy Powell, Director
Transactional Intervention Program
Outreach
High/Scope Educational Research
Foundation
600 North River Street
Ypsilanti, MI 48198
(313) 485-2000
FAX: 313-485-0704

DPP Grants

Samuel Meisels, Director
Leadership Training in Early
Childhood Special Education
Center for Human Growth and
Development
University of Michigan
300 N. Ingalls, 10th Floor
Ann Arbor, MI 48109-0406
(313) 747-1084

Lou Alonso, Director
Preparing Dually-Trained Teachers
for Visually Handicapped Learners
Dept. of Counseling, Educ. Psych.,
& Special Education
Michigan State University
331 Erickson Hall
East Lansing, MI 48824
(517) 355-1871

Michael Casby, Director
Training of Speech/Language
Pathologists
Dept. of Audiology & Speech Sciences
Michigan State University
East Lansing, MI 48824
(517) 353-8780

MINNESOTA

3-5 (Section 619) Contact

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Unique Learner Needs Section
Department of Education
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St. Paul, MN 55101
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SpecialNet: MN.SE
FAX: 612-296-3272

Infant/Toddler (Part H) Contact

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Interagency Planning Project for Young Children with Handicaps
State Department of Education
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St. Paul, MN 55101
(612) 296-7032
SpecialNet: MN.SE
FAX: 612-296-3272

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IPPYCH
State Department of Health
P.O. Box 9441
Minneapolis, MN 55440
(612) 623-5538

Diane Bick, EC Intervention Planner
Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832
(612) 2997-5979
FAX: 612-296-6244

Chair, Interagency Coord. Council

Jeanette Behr
3337 Lake Elmo Avenue, North
Box 102
Lake Elmo, MN 55042
(612) 770-9261

EEPCD Demonstration Project

Scott McConnell, Director
Carla Peterson, Coordinator
EPIC: Ecobehavioral Programming for Individual Children
Dept. of Educational Psychology
University of Minnesota
N548 Elliot Hall
Minneapolis, MN 55455
(612) 624-6365
FAX: 612-624-0879

EEPCD Experimental Project

Susan C. Hupp, Director
Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays
Department of Educational Psychology
University of Minnesota
Burton Hall, Room 258
178 Pillsbury Drive, S.E.
Minneapolis, MN 55455
(612) 624-1003

EEPCD Outreach Project

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Jean Mendenhall, Coordinator
Project Dakota Outreach
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Eagan, MN 55121
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FAX: 612-455-8972

EEPCD Research Project

Scott McConnell, co-P.I.
Social Interaction Training Programs for Young Children with Handicaps
Dept. of Educational Psychology
University of Minnesota
N548 Elliot Hall
Minneapolis, MN 55455
(612) 624-6365
FAX: 612-624-0879
[see also Tennessee address]

DID Research Grants

Scott McConnell, P.I.
Factors Affecting Intervention Integrity and Outcome in Social Interaction Skills Training
Dept. of Educational Psychology
University of Minnesota
N548 Elliot Hall
Minneapolis, MN 55455
(612) 624-6365
FAX: 612-624-0879

James Ysseldyke, P.I.
Open Enrollment and Students with Handicaps
University of Minnesota
350 Elliott Hall
75 E. River Road
Minneapolis, MN 55455
(612) 624-4014

Evelyn Lynch, P.I.
The Communication and Literacy Environment for Young Children
Morehead State University
Reske House
1104 11th Street South
Morehead, MN 56563
(218) 236-2297

DPP Grants

Paula Goldberg, Director
Child Abuse Prevention
PACER Center
4826 Chicago Avenue, South
Minneapolis, MN 55417
(612) 827-2966

Scott McConnell, Director
Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant
Dept. of Educational Psychology
University of Minnesota
N548 Elliott Hall
Minneapolis, MN 55455
(612) 624-6365

MISSISSIPPI

3-5 (Section 619) Contact

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Bureau of Special Services
State Department of Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3498
SpecialNet: MS.SE

Infant/Toddler (Part H) Contact

Hope Bacon, Part H Coordinator
Infant and Toddler Program
State Department of Health
P.O. Box 1700
2423 North State Street, Room 105A
Jackson, MS 39215-1700
(601) 960-7427
FAX: 601-960-7948

Kathy Odle, ICC Staff
421 W. Pasagoula Street
Jackson, MS 39203
(601) 960-4280

Chair, Interagency Coord. Council

Kathleen Stremel
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
(601) 266-5135

EEPCD Inservice Training Project

Estella Fair, Director
Development of a Replicable Coaching
Model to Provide Inservice Training
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39401
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DPP Grants

Jane Siders, Director
Interdisciplinary Training of Special
Educators to Provide Family-Focused
Early Intervention Services
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163

Estella Fair, Director
Transdisciplinary Training for Direct
Services Personnel in Family-
Centered Early Intervention
Mississippi UAP
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
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MISSOURI

3-5 (Section 619) Contact

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Department of Elementary and
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P.O. Box 480
Jefferson City, MO 65102
(314) 751-0185
SpecialNet: MO.SE
FAX: 314-751-1179

Infant/Toddler (Part H) Contact

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Section of Special Education
Department of Elementary and
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Jefferson City, MO 65102
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FAX: 314-751-1179

Chair, Interagency Coord. Council

John Allan
Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4444

EEPCD Inservice Training Project

Bob Busch & Ronald Gillam, Directors
Shirley Patterson, Coordinator
Missouri TIKES: Training Individuals
to Care for Exceptional Students
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386
FAX: 314-882-5071

DPP Grants

Harold Meyers, Director
Deaf Education - Early Childhood
Specialty
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-5368

Marjorie Harrington, Director
Parent-Infant Program for
Hearing-Impaired Children
Dept. of Communication Disorders
Southwest Missouri State
University
901 S. National
Springfield, MO 65804
(417) 836-6506

Karen Steckol, Director
Training Speech-Language Pathologists
for Preschool Children
Dept. of Communication Disorders
St. Louis University
3733 West Pine Blvd.
St. Louis, MO 63108
(314) 658-2939

Lin Welch & Jim Wilson, Directors
Early Childhood Communication
Special Education Program
Speech Pathology & Audiology Dept.
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4606

MONTANA

3-5 (Section 619) Contact

Marilyn Pearson & Dan McCarthy,
Coordinators
Department of Educational Services
Office of Public Instruction
State Capitol
Helena, MT 59602
(406) 444-4428
SpecialNet: MT.SE

Infant/Toddler (Part H) Contact

Richard Van Haecke, Part H
Coordinator
Mike Hanshew, Chief
Management Operations Bureau
Developmental Disabilities Division
Department of Social and
Rehabilitation Services
P.O. Box 4210
Helena, MT 59604
(406) 444-2995
SpecialNet: MT.SRSDDD
FAX: 406-444-1970

Chair, Interagency Coord. Council

Rowena Foos
E.C.I.
Billings Public Schools
415 N. 30th Street
Billings, MT 59101-1298
(406) 255-3623

EEPCD Demonstration Project

Ted Maloney, Director
Dynamic Communication Process
Model: For Rural and
Remote Regions
Montana UAP Satellite
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

EEPCD Outreach Projects

Ted Maloney, Director
Sarah Mulligan, Coordinator
Educational Home Model Outreach
Project
Montana UAP Satellite
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5467

Richard Van den Pol & Debra
Hansen, Directors
Linda Kron, Coordinator
Montana Early Intervention (0-5)
Outreach Project
Division of Education Research and
Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

and

Tony Hecimovic, Subcontract Coord.
Montana Early Intervention (0-5)
Outreach Project
Institute for Habilitative Srvcs.
Eastern Montana College
Billings, MT 59101
(406) 657-2349

DPP Grants

Ted Maloney, Director
Early Intervention Specialty
Project
Montana University Affiliated
Program Satellite
University of Montana
52 Corbin Hall
Missoula, MT 59812
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Richard VandenPol, Director
Montana Rural Early Intervention
Training Program for School
Psychologists
Division of Education Research
and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344

NEBRASKA

3-5 (Section 619) Contact

Jan Thelen, Coordinator
John Clark, Assistant Director
for Special Education
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2471
SpecialNet: NE.SE

Infant/Toddler (Part H) Contact

Judy Constantin, Coordinator
Special Education Office
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
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FAX: 402-471-2701

Chair, Interagency Coord. Council

Joseph P. Gaughan, Asst. Supt. for
Instruction and Special Education
Omaha Public Schools
3215 Cuming Street
Omaha, NE 68131
(402) 554-6260
FAX: 402-554-6206

DPP Grants

Marilyn Scheffler, Director
Interdisciplinary Training for Speech-Language Pathologists and Early
Childhood Teachers (INTERSECT)
University of Nebraska
253 Barkley
Lincoln, NE 68583-0731
(402) 472-5492

Susan Epps, Director
School Psychology/Interdisciplinary
Infant/Toddler Specialization
University of Nebraskas Medical
Center
Meyer Rehabilitation Institute
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NEVADA

3-5 (Section 619) Contact

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Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 687-3140
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Infant/Toddler (Part H) Contact

Marilyn Walter
Grants Project Administrator
Nevada Mental Health Institute
Department of Human Resources
480 Galletti Way
Sparks, NV 89431
(702) 789-0284
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FAX: 702-789-0558

Chair, Interagency Coord. Council

Christa Peterson
Southern Nevada Child/Adolescent
Mental Health Services
6171 W. Charleston Blvd.
Las Vegas, NV 89158
(702) 486-6100

NEW HAMPSHIRE

3-5 (Section 619) Contact

Luzanne Pierce, Coordinator
Office of Special Education
State Department of Education
State Office Park, South
101 Pleasant Street
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(603) 271-3741
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Infant/Toddler (Part H) Contact

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Chair, Interagency Coord. Council

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EEPCD Demonstration Projects

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John Moeschler, John Graham, &
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Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756
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Martha Eshoo, Director
Susan Craig, Project Monitor
Successful Integration of Infants & Toddlers with Handicaps through Multidisciplinary Training
AGH Project Models
Lancaster School
Millville Street
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EEPCD Experimental Project

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Early Use of Total Communication with Children with Down Syndrome
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DPP Grant

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NEW JERSEY

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EEPCD Demonstration Project

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EEPCD Outreach Project

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DPP Grant

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Health and Environment BHSD
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EEPCD Demonstration Project

Ginny Munsick-Bruno, Director
Jean Lowe, Coordinator of Research Activities
Project TIME (Timely Interventions within Medical/Developmental Environments)
Department of Pediatrics
Neonatalogy Division
University of New Mexico School of Medicine, UNMH 4 North
Albuquerque, NM 87131
(505) 277-3946

EEPCD Inservice Training Project

Gail Beam & Meave Stevens Dominguez, Directors
Project TIE (Teams in Early Intervention)
Training and Technical Assistance Unit
University Affiliated Program
UNM School of Medicine
Albuquerque, NM 87131-5003
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FAX: 505-272-5280

DPP Grants

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Infant Intervention Specialist Training Project
Family and Child Institute
College of Education
University of New Mexico
Albuquerque, NM 87131
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Training Bilingual/Bicultural Teachers to Work with Culturally and Linguistically Different Exceptional Young Children
Special Education Department
College of Education, Room 216
University of New Mexico
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NEW YORK

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Office of Education of Children
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State Department of Education
Education Building Annex, Rm. 1073
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Infant/Toddler (Part H) Contact

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Steve Scherokey, Public Health Rep. II
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EEPCD Demonstration Project

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Barbara Sherry, Coordinator
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EEPCD Inservice Training Projects

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Day Care Inservice Training Model on
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EEPCD Outreach Projects

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Sister Mary Lorita, Project Director
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Preschool Integration Through
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Putnam/Northern Westchester BOCES
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(continued on next page)

NEW YORK (cont'd)

DID Research Grant

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(Non)Verbal Behavior of Young Stutterers and Their Mothers
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DPP Grants

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Early Intervention Training for Occupational Therapists and Physical Therapists
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Preparing Speech/Language Pathologists as Specialists/ Case Managers in TBI
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Preservice Multidisciplinary Model for Training Nurses in NICU
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Training: Occupational Therapy Management in Schools
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Training Model to Prepare Paraprofessionals to Work with Infants Toddlers & Preschool Children
N.R.C. for Paraprofessionals
CASE/CUNY
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(212) 642-2948

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EEPCD Demonstration Projects

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Carol Trivette, Director
Cindy Parkey, Coordinator
SEARCH-II (Systems Effect of the
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Human Behavior)--Teachers
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EEPCD Outreach Projects

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EEPCD Research Institute

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Carolina Institute for Research on
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EEPCD Technical Assistance Center

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(continued on next page)

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Donald Bailey, P.I.
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Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models
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DPP Grants

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Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus
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NORTH DAKOTA

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EEPCD Demonstration Projects

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FAX: 614-766-1186

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Paula Wilkening, Coordinator
Video Mediated Curriculum for Parent-
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EEPCD Experimental Project

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Directors
Comparison of Four Interventions
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EEPCD Inservice Training Projects

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Comprehensive Integrated Training for
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(continued on next page)

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(614) 228-4333 (Holden)
644-8389 (Hirschfeld)
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EEPCD Research Project

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Catherine LaForme, Coordinator
Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning
Family Learning Center
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FAX: 216-633-2658

DID Research Grants

Yvonne Gillette, P.I.
An Investigation of Individual Differences in Clinical Judgments of Mother-Infant Interaction
Dept. of Communication Disorders
University of Akron
Akron, OH 44325-3001
(216) 972-7883

Thomas Stephens, P.I.
Preteaching Strategy Research Proposal
Center for Special Needs Populations
College of Education
Ohio State University
700 Ackerman Road, Suite 440
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DPP Grants

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Professionals Relating Effectively to Parents in At-Risk Environments
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Helen Grant & Jane Case-Smith, PIs
Early Childhood Training in Occupational Therapy
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Interdisciplinary Early Childhood Graduate Training Project
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Early Childhood/Special Needs Emphasis Birth-Two Years Infant/Newborn Specialist Option
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Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers, & Preschoolers
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Community Organization and Video
Technical Assistance Model
Oregon Research Institute
1899 Willamette, Suite 2
Eugene, OR 97401
(503) 342-8445

Charity Rowland & Dean Inman, P.I.s
Philip Schweigert, Coordinator
An Active Learning Approach to the
Acquisition of Functional Problem
Solving Skills
Oregon Research Institute
425 S.E. 11th Avenue
Portland, OR 97214-1318
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FAX: 503-232-6423

EEPCD Experimental Project

Dean Inman, Director
Cliff Black, Research Associate
Mobility Training for Young Children
with Severe Orthopedic Impairment
Oregon Research Institute
149 West 12th Avenue
Eugene, OR 97401
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EEPCD Inservice Training Project

Gerald Smith, Co-Director
Pat Haley, Coordinator (Oregon)
Inservice Training for Related Services Personnel Serving Medically
Fragile Children, Ages 0-8
Child Development & Rehabilitation Ctr.
Oregon Health Sciences University
3181 Sam Jackson Park Road
Portland, OR 97207-0574
(503) 494-8313
FAX: 503-494-4447
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EEPCD Outreach Projects

Diane Bricker, Director
Misty Waddell, Coordinator
EPS Outreach Training Project
Center on Human Development
University of Oregon
901 East 18th Street
Eugene, OR 97403
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Joyce Peters, Director
Torry Piazza-Templeman, Coord.
Data-Based Classroom Model Outreach
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812
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(continued on next page)

OREGON (cont'd)

DPP Grants

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Early Childhood Doctoral Training
School Psychology Program
Center on Human Development
University of Oregon
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346-3568 (Bricker)

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Interdisciplinary Early Intervention Training
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Leadership Training in Early
Intervention
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Jane Squires, Director
Preparing Early Intervention Personnel to Work in Rural Areas
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Mark Shinn, Roland Good, & Diane
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Training of Psychologists to Serve
Infants and Young Children
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686-2145 (Good)
346-3568 (Bricker)

Diane Bricker & Ilsa Schwarz,
Directors
Angela Giumento, Coordinator
Training of Speech-Language Interventionists for Infants, Toddlers,
and Preschoolers
Center on Human Development
University of Oregon
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Eugene, OR 97403
(503) 686-3568

Joyce Peters, Director
Integrating Early Intervention Services
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Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812

Torry Piazza-Templeman, Director
Training and Support Model for Community Based Preschool/Childcare
Teaching Research Division
Western Oregon State College
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Monmouth, OR 97361
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Nancy Rushmer, P.I.
Training of Parent/Infant Specialists
for Hearing-Impaired and Multiply
Handicapped Children
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(503) 279-4206

REPUBLIC OF PALAU

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Infant/Toddler (Part H) Contact

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PENNSYLVANIA

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State Department of Education
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Infant/Toddler (Part H) Contact

Mel Knowlton, Director
Jana Burdge, MR Policy Specialist
Division of Policy Development and
Program Support
Norma Schoppel, Head of Children's
Services Section
Division of Community Program
Development
Office of Mental Retardation
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Harrisburg, PA 17120
(717) 783-5764 (Knowlton)
783-5771 (Burdge)
783-5661 (Schoppel)
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Chair, Interagency Coord. Council

Nancy Chapman
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EEPCD Demonstration Projects

Kenneth Thurman, Director
Sonia Gonsalves, Coordinator
Parents and Infants Responding (PAIR)
Special Education Program
Temple University
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(215) 221-2441 (project
787-6018 (Thurman)

Heidi Feldman & Stephen Bagnato,
Directors
Dianna Ploof, Coordinator
Developmental Support for Medically
Handicapped Children
Children's Hospital of Pittsburgh
Child Development Unit
3705 5th Avenue @ DeSoto Street
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(412) 692-5560

Robert Mochan, Executive Director
Maureen Guth, Project Coordinator
KIDS (Keying Integration in
Daycare/Preschool Settings)
ARC of Centre County
305 S. Burrowes Street
State College, PA 16801
(814) 238-2105 or -1444

EEPCD Inservice Training Project

Louise Kaczmarek & Howard Goldstein,
P.I.s
Collaborative Consultation: Inservice
Training for Related Services Personnel in Early Intervention
Child Language Intervention Program
WPIC–University of Pittsburgh
500 Iroquois Building
3600 Forbes Avenue
Pittsburgh, PA 15213
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EEPCD Outreach Project

Phillip Strain, Director
LEAP Outreach
Early Childhood Intervention Program
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FAX: 412-231-4620

EEPCD Research Institute

Phillip Strain and Michael Guralnick,
P.I.s
Research Institute on Preschool
Mainstreaming
Early Childhood Intervention Program
Allegheny-Singer Research Institute
320 East North Avenue
Pittsburgh, PA 15212
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FAX: 412-231-4620

EEPCD Research Project

Phillip Strain, Director
Effective Intervention Procedures
for Teaching Social Skills to
Handicapped Preschoolers
Early Childhood Intervention Program
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(continued on next page)

PENNSYLVANIA (cont'd)

DID Research Grants

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Use of Template Matching as a Viable Strategy for Assessment and Intervention
College of Education
Lehigh University
111 Research Drive, Building A
Mountaintop Campus
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Rita Bean, P.I.
An Analysis of Social Studies Curricula and Instruction for Mainstreamed and Mainstreamed Education Students
University of Pittsburgh
5T01 Forbes Quad
Pittsburgh, PA 15260
(412) 648-1774

Phillip Strain, Director
Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps
Early Childhood Intervention Program
Allegheny-Singer Research Institute
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FAX: 412-231-4620

Phillip Strain, P.I.
Programmatic Research on Social Interaction Maintenance & Generalization
Early Childhood Intervention Program
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Teaching Spontaneous Language to Preschoolers with Severe Handicaps
WPIC–University of Pittsburgh
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DPP Grants

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Master's Degree Training in Early Childhood Special Education
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Preparation of Infant Special Educators
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Preparation of Occupational Therapists to Provide Related Services within Special Education Settings
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Infant/Toddler (Part H) Contact

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Infants & Toddlers with Handicaps
Program
Maternal & Child Health Division
Department of Health
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766-1616, Ext. 2228

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Miguel Valencia
Department of Health
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San Juan, PR 00936
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DPP Grant

Eloina Rodriguez, Director
Preservice Training in Early
Childhood Special Education
Special Education Program
College of Education
University of Puerto Rico
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(809) 764-0000, Ext. 2263

RHODE ISLAND

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22 Hayes Street
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EEPCD Demonstration Project

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INMESH (Information Management of the Education System for the Handicapped)
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DPP Grant

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Preservice Preparation of Speech Pathologists with a Specialization in the Management of Infant, Preschool, and Severely Handicapped
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Koger Executive Center
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Winnie Pace, ICC Staff
Office of the Governor
Division of Health & Human Svcs.
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132 Surrey Circle
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EEPCD Experimental Project

Cordelia Robinson, P.I.
Kathy McCart, Coordinator
Experimental Comparison of Parent Training Approaches
Human Development Center
School of Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2244
FAX: 803-323-4369

DID Research Grant

Gerald Mahoney, P.I.
Investigation of Family-Focused Early Intervention Services
Center for Excellence in Early Childhood Education
Winthrop College
Rock Hill, SC 29733
(803) 323-2104

DPP Grants

Hiram L. McDade, Director
Preparation of Special Educators
Dept. of Communicative Disorders
University of South Carolina
Columbia, SC 29208
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Cordelia Robinson, Director
Preparation of Early Intervention Diagnostic Personnel
Human Development Center
Winthrop College
Rock Hill, SC 29733
(803) 323-2244

Cordelia Robinson & Robbie Kendall, Directors
Preparation of Special Education and Related Services Personnel to Work with Young Children with Handicaps
Human Development Center
Winthrop College
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SOUTH DAKOTA

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FAX: 605-773-6139

Infant/Toddler (Part H) Contact

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Section for Special Education
Department of Education and
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Pierre, SD 57501-2293
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Chair, Interagency Coord. Council

Charisse Oland, President
Crippled Children's Hospital
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DPP Grant

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Preparation of Personnel to Work
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University of South Dakota School
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414 East Clark Street
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TENNESSEE

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Bette Berry, EC Consultant
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State Department of Education
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Infant/Toddler (Part H) Contact

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Chair, Interagency Coord. Council

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EEPCD Experimental Project

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Analysis of Early Motor Skill Intervention
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Nashville, TN 37203
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EEPCD Outreach Projects

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Social Interaction Training Programs for Young Children with Handicaps
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DPP Grants

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STEP: Special Training for Early Programming
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East Tennessee State University
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Preparation of Early Childhood Special Educators
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TEXAS

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Department of Mental Health/Mental
Retardation
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DPP Grants

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Outreach Program
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College of Education, EDB 408F
University of Texas
Austin, TX 78712
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Keith Turner, Director
Early Childhood Special Education
Personnel Training Program
Department of Special Education
College of Education, EDB 408F
University of Texas
Austin, TX 78712
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Anne van Kleeck, Director
Training Specialists to Work with
Handicapped Infants and Toddlers
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Department of Speech Communication
University of Texas
Austin, TX 78712-1089
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Peter Mueller, Director
Preservice Preparation of Personnel
to Work with Communicatively
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University of North Texas
P.O. Box 5008
Denton, TX 76203
(817) 565-2481

Melissa Bruce, Director
Early Intervention Personnel
Preparation in Communications
Program in Communication Disorders
4800 Calhoun
University of Houston
Houston, TX 77204-6611
(713) 749-2547

(continued on next page)

DPP Grants (cont'd)

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Training of Personnel to Serve
Infants and Young Children with
with Visual and Other Handicaps
in Rural Areas
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Texas Technological University
P.O. Box 4609
Lubbock, TX 79409
(806) 742-2184 or -2345

Virginia Sowell, Director
Training Orientation and Mobility
Specialists in Early Childhood
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Lubbock, TX 79409
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UTAH

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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Chris Kaminsky, Coordinator
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Division of Family Health Srvcs.
State Department of Health
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(801) 538-6165 (Delavan)
538-6922 (Kaminsky)
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FAX: 801-538-6694

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Athleen Godfrey
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EEPCD Inservice Training Project

Mark Innocenti & Diane Behl,
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EEPCD Outreach Projects

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Integrated Outreach for Utah Project
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Adrienne Peterson, Director
Multi-Agency Project for Preschoolers
(MAPPS) Outreach
Center for Persons with Disabilities
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Dorothy Johnson, Coordinator
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809 North 800 East
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EEPCD Research Institute

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Mark Innocenti, Coordinator
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Logan, UT 84322
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DID Grant

Thomas Clark, P.I.
Research on the Effect of Home
Intervention for Families of
Handicapped Children
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(continued on next page)

DPP Grants

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Sarah Rule, Director
Preparation of Certified Early
Childhood Educators
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Utah State University, UMC 6805
Logan, UT 84322-6805
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Tom Clark, Director
Roselee McNamara, Coordinator
Statewide Inservice for Early
Intervention Personnel to
Implement P.L. 99-457
SKI*HI Institute
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VERMONT

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EEPCD Outreach Projects

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State-Wide Replication of a Model
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in Rural Settings
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The University Affiliated Program
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TEEM (Transition into Elementary
Education Mainstream) Outreach
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DPP Grants

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Family-Centered Early Intervention
Personnel Preparation Model
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Preparing Early Intervention Specialists to Serve Newborn and Infant
Children within Rural Vermont
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Linda Flynne, Director
Essential Early Education Graduate-Level Training Program
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
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Child Care and Special Education:
An Approach to Training Related
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VIRGIN ISLANDS

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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VIRGINIA

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EEPCD Demonstration Projects

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Penny Wald, Project Director
Project APIP (Alexandria Preschool Intervention Project
Charles Barrett Elementary School
1115 Martha Custis Drive
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EEPCD Outreach Projects

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DPP Grants

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Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families
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405 Emmet Street
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DPP Grants (cont'd)

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Developmental Communication
Dept. of Speech Pathology
James Madison University
Harrisonburg, VA 22807
(703) 568-6440

Robert Gable & Steven Tonelson,
Directors
Early/Special Teachers Education
Preparation Program
Child Studies Center
Old Dominion University
Norfolk, VA 23529
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Development and Expansion of a
Field-Based Graduate Training
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Jennifer Kilgo, Director
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Virginia Commonwealth University
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Bernardine Clarke, Director
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WASHINGTON

3-5 (Section 619) Contact

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Infant/Toddler (Part H) Contact

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Barbara Woodward, Associate for Field Coordination
Karen Woodsum, Associate for Consumer Participation
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EEPCD Demonstration Projects

Susan Janko, P.I.
Information Management of Services for Infants and Toddlers in Washington State
CDMRC
University of Washington, WJ-10
Seattle, WA 98195
(206) 543-1026

Joseph Jenkins & Kevin Cole, P.I.s
LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers
Experimental Education Unit
University of Washington, WJ-10
Seattle, WA 98195
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EEPCD Inservice Training Project

Clifford Sells, Co-Director
Marijo Miller-Ratcliffe, Coord.
Inservice Training for Related Services Personnel Serving Medically Fragile Children
CDMRC
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Seattle, WA 98195
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[see also Oregon State listings]

EEPCD Outreach Project

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EEPCD Research Project

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Paulette Mills, Coordinator
Philip Dale, Senior Research
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Seattle, WA 98195
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DID Research Grants

Tina Ruppelt, P.I.
A Microcomputer Screening System for Children with Disabilities
EDMARK Corporation
P.O. Box 3903
Bellevue, WA 98009
(2060 746-3900

Thomas Lovitt, P.I.
Hypertext CAI
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University of Washington, WJ-10
Seattle, WA 98195
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Marcy Stein, P.I.
Improving K-8 Language Arts Curricula to Benefit Handicapped
Washington Research Institute
180 Nickerson Street, Suite 103
Seattle, WA 98109
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Joseph Jenkins, P.I.
Kevin Cole, Coordinator
A Longitudinal Follow-up of Graduates from Two Preschool Instructional Models
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(continued on next page)

DPP Grants

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Interdisciplinary Family Systems
Approach
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Marie Thompson, Director
An Interdisciplinary Family Systems
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WEST VIRGINIA

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Wanda Radcliff
Office of Behavioral Health Services
Division of Health
Dept. of Health and Human Resources
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West Virginia Early Intervention
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DPP Grant

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WISCONSIN

3-5 (Section 619) Contact

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WYOMING

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3625 Garden Creek
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Project Abstracts

Part H MIS

Information Systems Project
Director: Richard Smiley
Fiscal Agency: Alaska Department of Education (Juneau, AK)

Funding Period: 1990-92
Telephone: (907) 465-2970
Grant No.: H024M00009

PURPOSE: To develop a low-end microcomputer information system for tracking Part H clients in rural and low-population states and localities.
TARGET: Children, birth through age 2 years, with special needs, and their families; and staff of early intervention programs.
APPROACH: The project will develop two modular components based on proprietary software. The first component will be an application template to collect electronic data from field offices which provide services to infants and toddlers with handicaps and their families. The second component will be a relational database for integrating data collected from multiple public and private providers, and is intended for use by Part H central offices (master database). The data collection system and the master database may be used together or separately, depending on the needs of the end user. The database will be useful for statewide planning and budgeting purposes. Training in use of the system will be provided through one-day seminars.
OUTCOME: The project will demonstrate that statewide data management systems can be built piece by piece, rather than requiring one large computer implementation project. The use of commercial software will allow for operation of a decentralized management information system not dependent on computer programmers for development, implementation, or maintenance. Documentation will be designed to facilitate both operation and dissemination activities. Products will include separate reference manuals and users' guides for the two components, and a design handbook that will tie the components together.

Colorado Registry for Children with Special Needs

Information Systems Project
Director: Cindy Unger
Fiscal Agency: Colorado Department of Health (Denver, CO)

Funding Period: 1990-92
Telephone: (303) 331-8274
Grant No.: H024M00012

PURPOSE: To develop and evaluate an automated information management system for tracking, managing, and planning services for infants and toddlers with special needs and their families.
TARGET: Infants and toddlers, birth through age 2 years, their families, and service providers.
APPROACH: The Colorado Registry for Children with Special Needs is designed to facilitate effective case management, mechanize information reporting, analyze resource distribution, and evaluate the quality of services available. The system is composed of five modules: 1) Demographics (child identification and birth information; a family record; guardian/contact information; household information; data on providers and case managers); 2) Case Management (information on past and current status of referrals, screenings, and appointments; the IFSP; the Colorado Department of health Financial Eligibility Form; preschool alert letter); 3) Medical Information (characteristics about parents; prenatal, neonatal, infant, and childhood health information; data on well child visits); 4) Resource Directory (tickler file to manage appointments; listing of available resources in the area); and 5) Utilities (information on parental release of information forms; data codes; security codes; information on uploading and downloading of files).
OUTCOME: The system will be piloted at 13 local sites. Benefits of system usage should include analysis of resource distribution, aid in local resource development, improved case management, increased communication and collaboration among local service providers, and assistance in research and policy development at the state level.

Information Management of Services for Handicapped Infants and Toddlers

Information Systems Project
Director: Michael Resnick
Fiscal Agency: University of Florida (Gainesville, FL)

Funding Period: 1990-92
Telephone: (904) 392-5910
Grant No.: H024M00007

PURPOSE: To develop a microcomputer-based information management system to track young children with special needs through state, district, and local service delivery networks.
TARGET: Infants who require neonatal intensive care at birth and subsequent interagency medical care and developmental and intervention services; their families; and service providers.
APPROACH: The system is designed around the technology of local area networks: separate microcomputers housed at different sites communicating with a central processor. Tracking will be achieved through linked records: a birth record that is not modifiable, and a three dimensional demographic record which allows for repeated modifications (e.g., changes in last name), none of which are overwritten. The system will include 1) a common demographic data entry format for use at different agency sites, 2) a health care tracking system, 3) a MIS system that can be used across agencies, 4) common reporting document software for use at county, district, and statewide levels, 5) a fiscal management system that tracks delivery of services by funding source, 6) a reporting system for needed service which go unfunded or are unavailable, and 7) fiscal projection software to estimate dollars necessary to provide such services. The system will be able to transfer information electronically to agencies that will serve children at age 3 years.
OUTCOME: Products will include a users' manual for all work products, summary report documents, and a training manual. Each component will be field-tested at multiple sites, including hospital, developmental agency, primary care provider, outpatient specialty clinic, local school district, and state agency.

Keiki Intervention Data System (KIDS)

Information Systems Project
Director: Robert A. Stodden
Fiscal Agency: University of Hawaii at Manoa (Honolulu, HI)

Funding Period: 1990-92
Telephone: (808) 956-5009
Grant No.: H024M00008

PURPOSE: To develop, implement, and evaluate an integrated statewide data system to track early intervention services.
TARGET: Children, birth through age 8 years who need, or are at risk of needing, early intervention services.
APPROACH: The project design encompasses four phases: 1) System Planning (formulation of the model, compilation of information about exemplary approaches, and specification of parameters); 2) System Development (development of data forms, system software, and specific procedures for data collection, analysis, and reporting); 3) System Implementation (training of agency staff in use fo the system); and 4) System Evaluation. The system will be coordinated with existing referral sources, early intervention programs, case managers, and pediatricians to ensure workability, limit intrusiveness, address agency concerns (e.g., confidentiality), and coordinate with existing data collection efforts. The system will modify existing agency instruments to assure that common data elements are collected. Systems will be electronically linked through modems or floppy disks to minimize use of personnel in data entry.
OUTCOME: KIDS will track and count children and families in need of early intervention services, indicate services received, identify the types and locations of services provided, identify providers and their funding sources, and coordinate with programs serving preschool-age children to ensure that these programs are aware of children who will transition form early intervention services. The project's goal is to monitor those entering the system until age 8.

Establishing an Early Intervention Information Management System for Ohio

Information Systems Project	Funding Period: 1990-92
Directors: Cindy Oser and Sue Benford	Telephone: (614) 644-8389
Fiscal Agency: Ohio Department of Health (Columbus, OH)	Grant No.: H024M00004

PURPOSE: To develop, implement, and evaluate an automated information management system for early intervention.
TARGET: Children, birth through age 2 years, with special needs, and their families; and personnel in state and local agencies.
APPROACH: Using a newly developed interactive data collection software system at the local level and building on a series of linked state-level databases, the information management system (IMS) will merge state and local data into an unduplicated data set. The IMS will build on the existing statewide maternal and child health data collection system and on related databases in the Ohio Department of Health. The system will enable the lead agency to collect data required for child count purposes on infants and toddlers eligible for early intervention services and to evaluate the quality and effectiveness of the service system. Local system development will focus on installation of a referral, tracking, and transition system through existing interagency collaborative groups in each of Ohio's 88 counties. Prior to local installation, descriptive data on current information management capabilities will be collected and analyzed. The system will be pilot-tested in Year 1 and implemented statewide in Year 2.
OUTCOME: The goal of the project is to expand and refine the existing state agency data system to ensure an unduplicated count of infants and toddlers receiving early intervention services. Products will include a software program, accompanying documentation, user's guides for local and statewide implementation, and demonstration diskettes for dissemination purposes.

Project INMESH: Information Management of the Education System for the Handicapped

Information Systems Project	Funding Period: 1990-92
Director: Thomas Kochanek	Telephone: (401) 465-8599
Fiscal Agency: Rhode Island College (Providence, RI)	Grant No.: H024M00013

PURPOSE: To develop and field-test a prospective, interagency, population-based information system for developmentally delayed and high-risk infants and toddlers and their families.
TARGET: Children, birth to age 5 years, who are developmentally delayed or high risk; their families; and local and state agencies providing services to these populations.
APPROACH: The project will 1) develop a series of standardized protocols which record pertinent demographic, diagnostic, service, and cost data for all handicapped and high-risk children; 2) develop and implement a series of integrated, standardized protocols which record serial screening data for all children, birth to age 5 years; 3) develop an integrated, compatible hardware/software infrastructure which permits data merges across health, education, and social service programs; 4) develop documentation and a user's guide which permit either replication or modification of INMESH by national and regional adoptive sites; 5) develop data confidentiality and protection policies which are sensitive to families, service agencies, and state governmental agencies and are consonant with prevailing statutes and regulations; and 6) ensure the integration of INMESH into the statewide plan for infant/toddler services via the Interagency Coordinating Council.
OUTCOME: Potential benefits of the project include eliminating gaps in social, education, and health systems; reducing frustration among administrative agencies; and graduated improvement in service delivery to children and families.

Information Management of Services for Infants and Toddlers in Washington State

Information Systems Project
Director: Susan Janko
Fiscal Agency: University of Washington (Seattle, WA)

Funding Period: 1990-92
Telephone: (206) 543-1026
Grant No.: H024M00003

PURPOSE: To develop, implement, and evaluate a nonintrusive, automated information management system (IMS) for tracking, managing, and planning early intervention services.

TARGET: Young children, birth through age 2 years, with or at risk for handicaps; their families; service providers; and policymakers.

APPROACH: The IMS will operate at three levels: direct services (linking identification/-tracking and service delivery systems, and monitoring services and resources); local agencies (pooling of data for local planning and decisionmaking); and regional/state policy (compilation of program and agency data for state planning). The project's approach is based on several assumptions: 1) The system must be easy for families and service providers to understand and use; 2) The system must be able to respond to both current and future needs of communities; and 3) The system must enhance coordination and communication among families, agencies, and service systems. Components include a systems design document; client master file module; service delivery information collection module; standard reports module; system consideration and utilities module; and installation, training, and pilot site testing.

OUTCOME: The system will produce reliable information addressing the planning needs of families, service providers, and policymakers; establish a link with state and local Child Find and case management efforts to promote early identification and access to continuous, comprehensive, and coordinated services; and interface with existing tracking and data collection systems.

Early Childhood Special Education Community Integration Project

Integrated Preschool Program
Director: Mary Beth Bruder
Fiscal Agency: University of Connecticut Health Center
(Farmington, CT)

Funding Period: 1988-91
Phone: (203) 674-1485
Grant No.: H024A80041

PURPOSE: To design, develop, implement, and evaluate the delivery of special education and related services for preschool children, age 3 to 5 years, within community early childhood programs.

TARGET: Preschool children, age 3 to 5 years, with mild to severe disabilities, including multiple disabilities.

APPROACH: The project will integrate preschool children receiving special education and related services from local education agencies into community early childhood programs (such as day care programs and nursery schools). Working in conjunction with families, the project will develop individualized, comprehensive, age-appropriate services for young children with disabilities within programs serving young nondisabled children. Training will be provided for public school special education and related services personnel, day care/nursery staff, state agencies, families, and nonhandicapped peers. The project will assess the effects of community integration on children, and will provide assistance to school personnel in policy development and the design of service delivery systems.

OUTCOMES: Replication of the model will occur within 15 local education agency (LEA) preschool programs throughout Connecticut.

Bilingual Integrated Preschool Project

Integrated Preschool Program
Director: Jan Calderon Yocum
Fiscal Agency: Rosemount Center (Washington, DC)

Funding Period: 1988-91
Phone: (202) 265-9885
Grant No.: H024A80008

PURPOSE: To develop and implement a model of comprehensive bilingual services for integrated groups of preschoolers enrolled in day care, which will prepare children for a smooth transition into public school.

TARGET: Nonhandicapped, mildly handicapped and moderately handicapped children, age 3 to 4 years, from a variety of ethnic backgrounds and family income levels, whose first language is Spanish or English.

APPROACH: A bilingual multidisciplinary team, consisting of occupational and speech therapists and a special educator, will design and implement a new curriculum of pre-kindergarten skills. This part of the program has two objectives: a) to observe children as they participate in different activities, and b) to model appropriate strategies for classroom staff (teachers, aides, and junior teachers). Children suspected of having developmental delays will be given comprehensive assessments to determine the extent of the delay. From these results, an individualized family service plan (IFSP) will be developed. Children with moderate delays will be placed in the Monitored Program, and addressed in a group of children with similar delays; children with more involved disabilities will receive individual interventions or treatments. The program includes a strong training component for day care staff and parents, with information exchange and consultations given on a scheduled basis.

OUTCOMES: Assessments and treatments will be provided to children who otherwise would not be able to receive these services.

Demonstration Project to Integrate Hearing and Hearing-Impaired in Day Care

Integrated Preschool Program	Funding Period: 1988-91
Director: Gail A. Solit	Phone: (202) 651-5130
Fiscal Agency: Gallaudet University Child Development Center (Washington, DC)	Grant No.: H024A80011

PURPOSE: To develop a model for integrating hearing-impaired children with hearing children in developmental child care emphasizing cognitive, social, and linguistic development.
TARGET: Hearing and hearing-impaired children, age 2 to 8 years, and their parents; and hearing and hearing-impaired staff from the Kendall Demonstration Elementary School (KDES).
APPROACH: The project provides a "least restrictive environment", deaf role models for hearing-impaired children, and appropriate training for child care center staff. The project will develop individualized education plans (IEPs) that emphasize cognitive, social, and linguistic development. Preservice and inservice training is provided on such topics as writing an IEP, components of successful integration, adapting class schedules and teaching techniques for deaf children, orientation to the KDES curriculum, safety and health issues related to deafness, and the deaf child in a hearing/deaf family. Family participation is encouraged. A key program is the cooperative relationship between the educational/child care agency, which provides services for hearing and hearing-impaired children, and the deaf services agency, which provides ongoing educational and supplemental services.
OUTCOMES: Planned products include a procedural manual, videotapes, and a network directory.

Carousel Preschool Program

Integrated Preschool Program	Funding Period: 1988-91
Director: Pamela Osnes & Trevor Stokes	Phone: (813) 974-4565
Fiscal Agency: University of South Florida/Florida Mental Health Institute (Tampa, FL)	Grant No.: H024A80037

PURPOSE: To demonstrate an integrated, less restrictive preschool model that will provide preventative early intervention for young children with serious behavior problems and/or young children at risk for special education services because of family circumstances, in order to enable these children to function normally in public school kindergartens after discharge, and to avoid having these children classified for special education placement by the public schools.
TARGET: Children, age 3 to 5 years, who have behavioral excesses or deficits which interfere with normal family or day care activities, and/or were born to teenage parents, and/or were born to parents with a history of drug and/or alcohol dependency, and/or were low or very low birthweight or otherwise medically fragile at birth, and/or have been expelled from child care centers because of behavioral disturbances; and typically developing children.
APPROACH: Children participate in a regular curriculum at an integrated preschool with children who exhibit no atypical behaviors. The academic portion of the curriculum is individualized, and children exhibiting excessive or deficient social behaviors will receive individualized social programming. Social and educational skills will be emphasized. After discharge, children will receive follow-up services to help them generalize and maintain academic and social skills. The project will provide individualized services to parents to increase the child's appropriate social behaviors in the home. Staff will be trained to help personnel incorporate behavioral strategies into their teaching.
OUTCOMES: The project will provide consultation to schools and agencies in model replication. Project information will be presented at local, state, and national levels.

RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)

Integrated Preschool Program	Funding Period: 1988-91
Director: David P. Lindeman	Phone: (316) 421-6550, Ext. 1769
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)	Grant No.: H024A80029

PURPOSE: To develop and implement a model preschool integrated service program in rural southeastern Kansas; to implement a process for transition from integrated preschool services into the least restrictive environment in public schools; and to evaluate the effect of center-based and community-based integrated programs on the development of handicapped and nonhandicapped preschoolers.
TARGET: Children, age 3 to 5 years, with disabilities; and their nonhandicapped peers.
APPROACH: The integration design will combine a variety of existing child care systems (e.g., Head Start, center-based preschools, community preschool programs) in order to create a continuum of placement options that can meet diverse family/child needs. Components of the integration process include interagency collaboration; training and technical assistance for professionals, paraprofessionals, and parents; developmental curricula; individualized integration planning; cooperative learning and peer tutoring strategies for young children; public awareness efforts; and transition to integrated public school placements.
OUTCOMES: The project will promote positive attitudes toward those with individual differences, and develop integrated opportunities for children with handicaps in rural areas.

KIDS (Keying Integration in Day Care/Preschool Settings)

Integrated Preschool Programs	Funding Period: 1988-91
Director: Maureen Guth	Phone: (814) 238-1444 or -2105
Fiscal Agency: ARC of Centre County (State College, PA)	Grant No.: H024A80009

PURPOSE: To develop a rural model of early intervention which is longitudinal and focuses on the integration of young children who have developmental delays or conditions associated with handicaps into already existing community day care and preschool programs.
TARGET: Children, birth to age 5 years, with disabilities, whoa re eligible for early intervention; their families; and educators.
APPROACH: Children will attend the community-based program up to five days per week with on-site staff support. The project will conduct six activities: 1) developing four small integrated programs within preschool classrooms that are in key locations throughout the county; 2) developing an inservice program to support the integration efforts of mainstream and non-mainstream early childhood educators; 3) providing a consultation agenda and itinerant services; 4) developing an integrated intensive treatment and assessment program; 5) establishing a family involvement team to review current issues and develop a family involvement curriculum; and 6) developing a voucher system for transporting children to their respective programs
OUTCOMES: The program's objective is for children with disabilities to attend integrated neighborhood early intervention programs with age-appropriate, nondisabled peers. Potential benefits include increased educational and social opportunities for preschoolers with special needs; enhanced social and emotional development of nonhandicapped peers; and increased opportunities for special education and mainstream personnel to broaden their experience and gain new knowledge in programming for young children.

Project APIP (Alexandria Preschool Intervention Project)

Integrated Preschool Program	Funding Period: 1988-91
Director: Penny Wald	Phone: (707) 824-6965
Fiscal Agency: Charles Barrett Elementary School (Alexandria, VA)	Grant No.: H024A80002

PURPOSE: To develop, implement, and evaluate an integrated preschool model that successfully educates children with and without disabilities in a normalized preschool settings.
TARGET: Children with moderate/mild disabilities and normally developing peers (ratio 1:1), age 3 to 5 years, and their families.
APPROACH: Project APIP focuses on merging best practice in early childhood education and early childhood special education into a model that is developmentally appropriate for all children and provides effective intervention for children with disabilities. The project has three primary components: 1) an integrated preschool curriculum--a comprehensive system for planning and implementing instruction for preschoolers of multiple ability levels; 2) the family involvement model--a process for building and maintaining collaborative relationships with and between families in the school setting; and 3) coaching--an enabling strategy which provides support to families and project staff for accomplishing visions and goals. Project APIP has defined programmatic variables such as ratio of disabled/nondisabled, ratio of adults to children, grouping of children, intensity and duration of intervention, and teacher preparation. Project evaluation measures child developmental gains, social interaction, and family satisfaction.
OUTCOMES: Dissemination and replication of project components will take place in the third project year.

LRE Sensitive Curriculum: Mediated Learning with Siblings and Peers

Integrated Preschool Program	Funding Period: 1988-91
Director: Joseph Jenkins & Kevin Cole	Phone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H024A80030

PURPOSE: To develop, implement, evaluate, and disseminate a comprehensive mediated learning program to maximize child development within a least restrictive environment; and to prepare handicapped preschoolers to enter a least restrictive environment.
TARGET: Children age 3 to 6 years with mild to moderate handicaps, especially delays in language, cognition, and social/emotional development.
APPROACH: Children will be randomly assigned to two classrooms with different ratios (10:4 and 4:10) of handicapped to nonhandicapped children. Two specialized classrooms with 14 handicapped children will serve as a contrast group to allow evaluation of the effect of the curriculum vs. the effect of mainstreaming alone. One specialized classroom will use an academically based curriculum. The other three classrooms will use the cognitively based Mediated Learning Curriculum, adapted to meet the needs of mainstreamed classrooms as follows: extension to 220 days of instruction to allow for extended school year; broadening of the lesson outline to allow for three levels of performance; and addition of behaviorally defined objectives. Age-appropriate siblings will be included among nonhandicapped peers in order to promote generalization of skills outside the classroom and reduce family stress.
OUTCOMES: Planned products include a teachers manual and an assessment tool.

Intensive CARE Program

Methodology for Infants/Toddlers	Funding Period: 1988-91
Director: Nancy Sweet	Phone: (415) 655-9521
Fiscal Agency: Children's Hospital (Oakland, CA)	Grant No.: H024F80016

PURPOSE: To promote optimal developmental outcomes for very low birthweight (VLBW) infants at risk for significant disabilities.
TARGET: VLBW infants with additional medical complications due to bronchopulmonary dysplasia or prenatal drug exposure, who require hospitalization in the tertiary (NICU).
APPROACH: Intervention begins in the NICU after medical stabilization and continues post-discharge until the infant reaches at least 2 years corrected age. Infants are randomly assigned to the Comprehensive Developmental Intervention (CDI) group, which receives daily implementation of an individualized developmental plan and intensive infant-caregiver interaction; or the Developmental Consultation (DC) group, which receives less intensive interventions using an advisory approach with NICU staff and parents, and serves as a comparison for the CDI group. Intervention for both groups seeks to normalize or modify the NICU environment, addresses behavioral and developmental goals, and provides parent education and support activities. The post-discharge phase examines the appropriateness and efficacy of different types and intensities of early intervention models, which include neonatal follow-up services, intervention programs for delayed and disabled infants, programs for drug-exposed infants, and infant mental health services. Specialized training is provided for NICU nurses and other staff, graduate student interns, and hospital volunteers.
OUTCOMES: The availability of these service options will allow a controlled analysis of the post-discharge service needs of this very high-risk population.

Project Headed Home

Methodology for Infants/Toddlers	Funding Period: 1988-91
Director: Kathy Katz	Phone: (202) 687-8649
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)	Grant No.: H024F80025

PURPOSE: To implement a model service delivery program that integrates developmental and medical needs of medically fragile infants and their families.
TARGET: Medically fragile infants, birth to age 2 years, who require frequent or prolonged hospitalization due to complications associated with very low birth weight, severe respiratory difficulties, and/or problems with feeding/absorption, and who are at risk for developmental problems.
APPROACH: During the pediatric intensive care unit (PICU) phase, the child's developmental level and family needs will be assessed, and intervention goals will be developed by an interdisciplinary team (infant education specialist, psychologist, and physical therapist). The team provides direct service and, with the nurse specialist and speech pathologist, prepares medical staff and parents to incorporate developmental goals into the child's medical care plan. The project will help the family plan for coordination of community services when the child is ready for discharge. After transition, a team member serves as liaison to assist in referral to community programs. If the child is rehospitalized, educational goals developed in community-based programs are carried over to maintain consistency in programming.
OUTCOMES: Project goals include reduced length of stay in the PICU, promotion of parents as primary caretakers, reduction in rehospitalization, earlier readiness for transition to community-based intervention programs, and enhancement of the infant's cognitive, psychomotor, and psychosocial development.

Collaborative Medical and Developmental Support Services Project

Methodology for Infants/Toddlers — Funding Period: 1988-91
Director: Betsy Gibbs — Phone: (603) 646-7884
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH) — Grant No.: H024F80017

PURPOSE: To design and implement a model that links the medical and developmental/-psychoeducational fields and provides specialized support and information services to families and primary caregivers (medical, developmental, and educational) of children genetic and prenatally determined disorders (GPDDs).
TARGET: Infants and young children with GPDDs, including inherited disorders, metabolic disorders, recognizable syndromes, early developmental defects, and teratogenic disorders.
APPROACH: The project's goal is to improve the quality of medical, developmental, and educational services for children with GPDDs. Program components will be designed to provide up-to-date information to parents and service providers on the implications of the child's condition through a computerized information database and condition summaries; promote parent-to-parent and teacher-to-teacher support; provide specialized medical and developmental monitoring and guidance for children; and provide outreach consultation to early intervention staff, preschool special educators, and pediatricians concerning the child's condition and its educational implications. The project's regional Genetics-Child Development clinics will provide coordinated medical and developmental monitoring, follow-up care, and anticipatory guidance.
OUTCOMES: The project will develop information packets and condition summaries for parents and educators.

Preventive Intervention Program

Methodology for Infants/Toddlers — Funding Period: 1988-91
Director: Patricia A. Pietkivitch — Phone: (201) 540-5209
Fiscal Agency: Morristown Memorial Hospital (Morristown, NJ) — Grant No.: H024F80032

PURPOSE: To demonstrate that preventive intervention can have a positive impact on developmental outcomes for infants with severe neonatal illness; and to develop a replicable three-tiered ecological preventive intervention model.
TARGET POPULATION: Infants who experience severe neonatal complications and who are at high risk for developmental disorders.
PROGRAM: The project will emphasize intervention strategies which capitalize on naturally occurring events. A three-tiered approach will be used. 1) In Special Care Nursery, a physical therapist will assess the infant, provide intervention, train nursing staff to implement plans, provide training and support to parents, and prepare families for discharge. 2) Services will be provided during home visits by occupational, physical, and speech therapists until the infant reaches 3 months corrected age. Services include assistance in supporting the infant's self-regulatory efforts and enhancing success in routine caregiving activities. 3) From 3 months to 24 months corrected age, infants and families will participate in a play-based curriculum program.
OUTCOMES: The developmental outcomes of participating infants will be compared to those of infants in a nontreatment group selected from the year prior to initiation of the program. Videotapes will provide parents with ongoing record of child progress. The project will develop curriculum and audiovisual materials and modules to aid in replication.

Project TIME (Timely Interventions within Medical/Developmental Environments)

Methodology for Infants/Toddlers
Director: Ginny Munsick-Bruno
Fiscal Agency: University of New Mexico Medical Center
(Albuquerque, NM)

Funding Period: 1988-91
Phone: (505) 277-3946
Grant No.: H024F80045

PURPOSE: To develop and test a family-centered multicultural service delivery, model designed to improve the developmental outcomes of extremely low birthweight (ELBW) infants.
TARGET: ELBW infants who may have additional medical complications of bronchopulmonary dysplasia and/or periventricular/intraventricular hemorrhage and who may require prolonged hospital care; and their families.
APPROACH: The project has five components. 1) Infant Intervention begins at admission to the NICU and continues until discharge into the community. The Directed Care Model provides a 24-hour individualized environment, including positioning, handling, timely contingent care, and interactions. 2) Family Centered Care offers a culturally sensitive, family systems approach, to empower families, strengthen available support and resources, and offer information and coping strategies to families of infants who survive and infants who die. 3) Care/Continuity Linkages provide coordination services, materials, and information from NICU through discharge. 4) Inservice Training for professionals consists of a module targeting NICU nursing and volunteer staff, and a module for medical, health, developmental, and education personnel and community volunteers. 5) The research component compares ELBW families receiving model services and families receiving routine NICU services over a two-year period.
OUTCOMES: Training materials and methods will be developed.

BASE (Building a Strong Environment)

Methodology for Infants/Toddlers
Director: Diane Bricker
Fiscal Agency: Center on Human Development, University of Oregon
(Eugene, OR)

Funding Period: 1988-91
Phone: (503) 686-3568
Grant No.: H024F80034

MAJOR GOAL: To improve the quality of service delivery to, and increase resources for, abused/neglected infants and toddlers with developmental delays.
TARGET POPULATION: Children, birth to age 3 years, who have suffered abuse or neglect and who are mildly handicapped or developmentally delayed; and their families.
PROGRAM: The project will develop a model of collaborative, comprehensive service delivery that can reduce family dysfunction and enhance developmental growth of children. The intervention program will provide a variety of service options for families. Families will be scheduled to participate in one or more of the program's four major components: facilitation of child caregiving, support services, daily living skills development, and community resource utilization. Families will participate twice a week in center-based intervention focused on improving parent-child interactions and developing potential for each child. Home visits designed to meet individual family needs will supplement center-based services. A number of support services, such as speech therapy and physical therapy, from local service agencies will be coordinated with individual family programs.
OUTCOMES: The project will disseminate findings and provide technical assistance to state agency personnel.

Developmental Support for Medically Handicapped Children

Methodology for Infants/Toddlers	Funding Period: 1988-91
Director: Heidi Feldman & Stephen Bagnato	Phone: (412) 647-5560
Fiscal Agency: Children's Hospital of Pittsburgh (Pittsburgh, PA)	Grant No.: H024F80014

PURPOSE: To ensure consistent, comprehensive early intervention services to children with medical handicaps during hospitalization through transition to community-based services.
TARGET: Children, birth to age 3 years, who require prolonged use of bio-medical technology and/or prolonged hospitalization.
APPROACH: The program has created a parallel organizational structure coordinating representatives from all hospital services, with parents as central members in planning and provision of care. A Developmental Support Committee provides systematic early identification, consultation, and facilitation of support teams in the hospital. A Family Advisory Board offers input and direction. Education about contemporary practice, medical illnesses, implications of service delivery, and principles of family-centered care is provided to medical staff and community providers. The project provides ongoing consultation with community agencies, and brings early intervention specialists into the hospital for transition planning.
OUTCOMES: Project goals include: 1) demonstrating that early intervention for children with long-term medical needs can be delivered in a variety of hospital settings in a manner compatible and concurrent with medical care; 2) promoting family collaboration with professionals in defining their role and level of involvement, and in making informed choices regarding their child's care; 3) providing a model for hospital-based early intervention which includes ecological, adaptive, and interactive features organized in an interdisciplinary fashion; and 4) developing transition processes to promote continuity of developmentally supportive care during transitions between service settings. The project will develop IFSP materials for hospital use.

Implementing IFSPs in a Culturally Diverse Infant Program

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Lisbeth Vincent	Telephone: (213) 545-7937
Fiscal Agency: California State University (Los Angeles, CA)	Grant No.: H024B00063

PURPOSE: To develop a model for implementing the individualized family service plan (IFSP) with families in a culturally diverse early intervention program in an urban setting.
TARGET: Families of Hispanic or Asian background with limited English proficiency who come from impoverished backgrounds and who have children, birth to age 3 years, with or at risk for handicaps; some of the parents may also be developmentally disabled.
APPROACH: The project will use a six-step process for implementing IFSPs: 1) Philosophy, Values and Operating Principles, in which the team examines its own values about families, child rearing, and interdisciplinary team functioning; 2) First Contacts, which focuses on building rapport, explaining the process, and setting the stage for families as active decisionmakers in their child's intervention; 3) Assessment--Family and Child Needs and Resources, which involves information gathering methods; 4) Working IFSP Developed, during which child and family goals are collaboratively set; 5) Implementation and Monitoring, which emphasizes co-case management between family members and professionals; and 6) Evaluation. Families are given choices about the goals and services selected, and how information is gathered. Both professional and paraprofessional staff will implement the IFSP process and provide feedback on the model. Parents and other family members will evaluate the process through questionnaires, interviews, and focus group discussions.
OUTCOME: Project information will be disseminated at local, state, and national conferences. Video, audio, and written materials describing the model will be produced and disseminated.

Demonstration Early Childhood Project: Effective Partnerships for Integrated Classrooms

Nondirected Demonstration Project	Funding Period: 1990-93
Directors: Sue McCord & Susan Moore	Telephone: (303) 492-3047
Fiscal Agency: University of Colorado at Boulder (Boulder, CO)	Grant No.: H024B00045

PURPOSE: To provide an integrated, comprehensive, and developmentally appropriate model preschool and kindergarten program for children with or at risk for handicaps and peer models in the Boulder County area.
TARGET: Children age 3 to 8 years, who have communicative challenges associated with autism, developmental delays, cerebral palsy, or specific language or learning disabilities, or who are at risk for educational failure due to language differences resulting from socioeconomic or cultural factors; and a peer group of nonhandicapped children.
APPROACH: During the first year, the project will design a classroom to support integration of young children with handicaps, use an advisory board, work with parents, and observe and assess peer interaction, classroom management, and attitudinal factors. During the second year, the project will select first and second grade classrooms to serve as sites for model implementation. Model components will include supported integration, family partnerships, transdisciplinary team facilitation and interagency collaboration, developmentally appropriate curricula, and transition planning. These components will be evaluated. Preservice and inservice training will be provided for replication through university programs.
OUTCOMES: Dissemination efforts will include local, state, and national presentations at professional conferences, articles for relevant journals, training materials and videotapes, and evaluation materials.

CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High Risk Infants

Nondirected Demonstration Project — Funding Period: 1989-92
Director: Barbara Browne — Telephone: (202) 994-6170
Fiscal Agency: George Washington University (Washington, DC) — Grant No.:H024B90032

PURPOSE: To develop and implement a comprehensive identification, intervention, and referral program for biologically and/or environmentally at risk infants, their families, and child care providers.

TARGET: Infants and families from the Intensive Care Nursery at George Washington University Hospital, with one or more of the following: abnormal neurological examination, maternal substance abuse, teenage mother, single mother, low socioeconomic status, infant in day care (full- or part-time).

APPROACH: Project CAPS is established around the principles that the functional and adaptive (as well as dysfunctional and maladaptive) characteristics of infants can be identified at each point in the development sequence, thereby providing a basis for planning intervention. Services to infants and families begin in the NICU and continue through transition from hospital to home. When the infant is at home and medically stable, group intervention services are offered which bridge gaps created by program waiting lists and admissions requirements. Other services include high-risk follow-up clinic, parent support groups, community liaison and case management, and home- and center-based training for child care providers.

OUTCOMES: The project assumes that "goodness of fit" of parent, infant, and environment is most important to the developmental outcome of the premature/high-risk infant and family. Interventions are sensitive to the behavioral idiosyncracies of each infant.

Technology Team Assessment Process (TTAP)

Nondirected Demonstration Project — Funding Period: 1989-92
Director: Patricia Hutinger — Telephone: (309) 298-1014
Fiscal Agency: Western Illinois University (Macomb, IL) — Grant No.: H024B90038

PURPOSE: To develop a cost-effective functional technology assessment model, based on decision theory, that provides assessment and follow-up for young children with disabilities that prevent them from interacting effectively with their environment.

TARGET: Children, birth to age 8 years, with moderate to severe disabilities that prevent them from interacting effectively with the people and objects in their environment; their families; and the staff of schools and agencies. Children exhibit one or more of the following: 1) physical handicap, 2) sensory deficit, 3) inability to maintain visual contact or grasp of objects, or 4) lack of response to objects or activities in the physical environment.

APPROACH: TTAP's goals are 1) to enable children to make full use of current technology, including computer hardware, peripherals, switches, and software; 2) to enhance the knowledge and skills of families and local education agency and service agency staff so they can function as members of the assessment team; and 3) to recommend appropriate technology and activities to promote optimal child development in normalized settings. Model Development Objectives include developing functional assessment measures and materials, procedures for working with families, a follow-up system, and evaluation. Service Delivery Objectives include conducting assessments, involving families and agency staff, and evaluating service delivery.

OUTCOMES: Products to be developed include a tested technology assessment measure, a CD-ROM which will run on a Macintosh LC containing child assessment activities and procedures for engaging families in the assessment process. A multimedia training package which will run on a Macintosh LC will include the CD-ROM together with a videodisc format and will be used to train assessment teams at other sites.

Southeast Kansas Regional Birth to Three Project

Nondirected Demonstration Project
Directors: Lee McLean & David Lindeman
Fiscal Agency: University of Kansas (Parsons, KS)

Funding Period: 1990-93
Telephone: (316) 421-6550
Grant No.: H024B00105

PURPOSE: To develop and implement a model for delivery of services to at-risk, developmentally delayed, or handicapped children and their families who reside in rural areas.
TARGET: Infants and toddlers, birth to age 3 years, with or at risk for developmental delays, and their families.
APPROACH: The project will develop a model which offers varied levels of resources and services based on the needs of a given family. The project has five components: 1) Referral and Identification, involving distribution of new baby information packets through hospital neonatal units and area service providers, awareness activities for physicians and the general public, medical community liaison, and a single point of contact for referrals to service coordination; 2) Screening/Assessment/Monitoring, provided through regional screening clinics by a transdisciplinary team; 3) Family Services, including informational services and parent-to-parent support programs; 4) Intervention and Service Delivery, offering flexible home- or center-based service options, with case management; and 5) Regional Service Coordination, through establishment of a Regional Interagency Coordinating Council and interagency agreements.. The project will use a modified transdisciplinary team model with multiple levels of staff, including paraprofessionals as well as professionals. Service delivery will be adapted to fit the needs of a rural area.
OUTCOMES: The project goals are the establishment of an identification and referral network in southeast Kansas, development of a locally operated early intervention program, and development of a replicable model.

Project GAINS (Gaining Access/Integrating Needed Services)

Nondirected Demonstration Project
Director: Joanne Brady
Fiscal Agency: Educational Development Center (Newton, MA)

Funding Period: 1990-93
Telephone: (617) 969-7100
Grant No.: H024B00095

PURPOSE: To enhance the ability of child care programs nationwide to offer quality, integrated services for young handicapped children by creating a replicable program model.
TARGET: Children, age 6 weeks through 5 years, with serious handicaps, who reside in Manchester, NH.
APPROACH: A community planning process will bring together parents, early intervention providers, the early childhood professional community, and the special education community to establish a joint decisionmaking process. The Community Planning Team will tailor the program model to the strengths and needs of the specific community, and conduct a community-wide needs assessment. A staff development program will pair inservice training for child care staff and community providers of special services with a form of expert/team coaching that provides a deeper understanding of the issues and accommodations needed to mainstream young children with serious disabilities. Training will be designed to bring together parents, administrators, specialists, and volunteers whenever possible. Activities will include inservice workshops, training in classroom adaptation to accommodate children with serious handicaps, and creation of a resource support network of therapists and specialists to act as coaches to teachers in mainstream settings. A Volunteers in Day Care program will increase staff:child ratios essential for mainstreaming individual children without increasing say care providers' or parents' costs. An Administrative components will support program implementation activities.
OUTCOMES: Dissemination of project information will include workshops, conference presentations, and journal articles.

EPIC: Ecobehavioral Programming for Individual Children

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Scott McConnell	Telephone: (612) 624-6365
Fiscal Agency: University of Minnesota (Minneapolis, MN)	Grant No.: H024B00068

PURPOSE: To support the development, implementation, and initial evaluation of two interconnected systems for early childhood special education programs.
TARGET: Children, age 2 through 5 years, with developmental delays who currently are enrolled in early childhood special education programs.
APPROACH: The Ecobehavioral System for Complex Assessment of Preschool Environments (ESCAPE) will be adapted for use by early childhood special education practitioners for observational assessment of ecobehavioral interactions in classroom settings. This instrument provides for recording three categories of behavior or classroom activities: ecological variables, teacher variables, and student variables. In the adaptation, descriptions of child performance will be expanded, and categories will be added to describe more clearly the interactions between child behaviors and the behaviors of others. The project will develop procedures and guidelines to help teachers translate ecobehavioral data and observational information into classroom programs for individual children with handicaps. Inservice training materials and consultation procedures will be developed to help teachers consider ecobehavioral interactions in developing classroom programs. Ecobehavioral assessment and program planning activities in a single urban school district will be replicated, and the effects of the model will be evaluated.
OUTCOMES: School districts nationwide will receive information on the design, operation, and effectiveness of the EPIC model. Assistance in the form of presentations, documentation, and inservice training will be available to potential replication sites.

Dynamic Communication Process Model: For Rural and Remote Regions

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Ted Maloney	Telephone: (406) 243-5467
Fiscal Agency: University of Montana (Missoula, MT)	Grant No.: H024B00036

PURPOSE: To demonstrate a Dynamic Communication Process Model designed to improve communication between parents and professionals in the provision of individualized early intervention services for infants and toddlers with or are at risk for handicaps, and their families.
TARGET: Infants and toddlers who have or are at risk for handicaps, their families, and professionals.
APPROACH: The project will implement a dynamic communication process model for families and professionals to employ in the development, implementation, and evaluation of the individualized family service plan (IFSP). The model emphasizes parent-professional and professional-professionals interactions related to planning the IFSP, developing an IFSP during a meeting, and implementing services specified in the IFSP. The five communication processes addressed are 1) effective listening, 2) using clear messages, 3) developing a positive communication environment, 4) resolving conflict, and 5) arranging the environment for effective communication. The model will reflect a family-focused approach to early intervention and family support services, and will address the unique features of rural service delivery.
OUTCOMES: The project will produce five technical reports analyzing key features and components, six guidelines for implementation of portions of or total components of the Dynamic Communication Process, a project manual for model replication of the Dynamic Communication Process, and journal articles. The model will be implemented in two early intervention service programs which are part of Montana's statewide child and family service system for young children with handicaps and their families.

Successful Integration of Infants and Toddlers with Handicaps through Multidisciplinary Training

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Martha Eshoo	Telephone: (603) 898-1858
Fiscal Agency: Ann G. Haggart Associates, Inc. (Hampton, NH)	Grant No.: H024B00097

PURPOSE: To develop inservice training materials that will prepare professionals and caregivers to provide and coordinate day care services for infants and toddlers with disabilities.
TARGET: Day care staff, including caregivers, educational program specialists, and administrators; and young children, birth to age 3 years, whose functional achievement in cognitive, social and/or physical domains places them at risk.
APPROACH: All staff will receive on-site training in handicap awareness. Other training activities will be designed to address specific skill competencies. For caregivers, ten basic competency modules will be enhanced to provide pertinent information on infants and toddlers with handicaps. Print/video materials that can be used in a workshop format will be developed for each of the ten modules. Educational program specialists will receive 30 hours of training in exceptionality and early childhood special education through an institute format, with follow-up consultation as needed. A set of print/video training modules will be developed for their use. Day care administrators will receive 12 hours of training in management procedures that are task specific to integration. Individual training/demonstration will be provided as needed for particular children.
OUTCOMES: Dissemination activities include an informational brochure, journal articles, and conference presentations. Other products include a guidebook on integrating infants and toddlers with handicaps, and a set of self-directed training video and print modules.

Integrated Early Intervention Service Delivery Project

Nondirected Demonstration Project	Funding Period: 1989-92
Director: Mary Beth Bruder	Telephone: (914) 285-8176
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No.: H024B90031

PURPOSE: To demonstrate the feasibility of using existing early childhood programs (day care and nursery schools) as early intervention placements for infants and toddlers with developmental delays.
TARGET: Young children, birth to age 3 years, with mild to severe disabilities.
APPROACH: The project will assist the Connecticut Department of Mental Retardation's early intervention program in utilizing community-based early childhood program settings for service delivery purposes. The project has four interrelated components: 1) training for early childhood and special education staff, families of children in early childhood special education, and nondisabled peers; 2) child and family assessments (e.g., child's developmental status, social and play skills, level of engagement with environment, family' perception of the child, family's needs for social support); 3) environmental analysis (analysis of conditions necessary for successful integration in various settings); and 4) policy development for local education agencies, day care and nursery schools, and state agencies responsible for licensing day care providers. Placements will be based on environmental appropriateness. Special education and related services will be incorporated into regular activities and routines within the community setting.
OUTCOMES: The project will evaluate delivery of services to children in these settings, and will develop training manuals for specific audiences.

MED-ED (MEDical-EDucational Early Intervention Project)

Nondirected Demonstration Project	Funding Period: 1989-92
Directors: Carl Dunst & Melinda Raab	Telephone: (704) 433-2661
Fiscal Agency: Western Carolina Center (Morganton, NC)	Grant No.: H024B90011

PURPOSE: To demonstrate a collaborative approach for meeting the educational and health-related needs of medically fragile infants and toddlers, and their families.
TARGET: Children, birth to age 3 years, who are referred to regional hospitals at birth for specialized treatment, and whose health impairment may interfere with ongoing provision of early intervention services; and their families. Children are medically vulnerable (e.g., respirator-dependent), or extremely low birthweight and premature.
APPROACH: The model has four components: 1) Regional/Local Collaboration, designed to establish coordinated efforts between North Carolina hospitals and local community-based service delivery systems; 2) Family-Centered Support, designed to assist parents in gaining access to community-based health care and early intervention services; 3) Community Health Education, designed to enhance the ability of staff of early intervention, day care, and preschool programs to serve medically fragile children; and 4) Health Care Networking, designed to assist community-based health practitioners in implementation and follow-through of health care plans. Project staff are available to assist pediatricians, public health nurses, day care and early intervention program staff, and other human services professionals. Staff also work with family members to mobilize resources to enhance and maintain the health and well-being of the family.
OUTCOMES: Dissemination efforts will target decisionmakers, public school personnel, professionals from human service agencies, teachers and child care workers, students in training, and other professionals and paraprofessionals who provide care to preschool children.

SEARCH-II: Systems Effect of the Acquisition of Response-Contingent Human Behavior--Effects on Teachers

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Carol Trivette	Telephone: (704) 433-2849
Fiscal Agency: Western Carolina Center (Morganton, NC)	Grant No.: H024B00015

PURPOSE: To provide high-quality intervention services to severely/profoundly retarded and multiply handicapped children and their teachers in classroom-based programs, by demonstrating that, in addition to the acquisition of response-contingent behaviors by children, there are first-,second- and higher-order influences on child and teacher behaviors.
TARGET: Children, birth to age 8 years, with severe/profound retardation and multiple handicaps for whom traditional methods of assessment and intervention are generally ineffective.
APPROACH: Using a systematic assessment/intervention model, SEARCH-II will provide center-based services three times a week to participating children and teachers. Children will be provided with the opportunity to take an active role in interactions with both social and physical environments. Project features include systematic assessment of the child's response capabilities; identification of appropriate and reinforcing environmental events; manipulation of environmental events and child responses to provide opportunities for active control; careful monitoring of child performance; and ongoing revision and updating of response-contingent learning procedures for individual children. Active teacher involvement in program development is considered a key factor in consistent implementation and child progress.
OUTCOMES: The project will demonstrate that early intervention with severely and profoundly handicapped children is more efficacious when it is viewed from a systems, rather than from a traditional child development, perspective. The project will develop a manual documenting how the first-, second- and higher-order effects of response-contingent learning can be established.

Akron City School District Integrated Preschool Project

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Mary Beth Kluge	Telephone: (216) 434-1661, Ext. 3041
Fiscal Agency: Akron City School District (Akron, OH)	Grant No.: H024B00064

PURPOSE: To demonstrate a continuum of integrated preschool programs by building on an existing model where children with a variety of disabilities have been integrated into community Head Start programs.
TARGET: Preschool and kindergarten children, ages 3 to 6 years, with disabilities.
APPROACH: The project will apply an interagency approach combining expertise from public education, Head Start, early education programs, and consultants. The model stresses development of IEPs, implementation of family activities, and staff training and development. A team of interdisciplinary professionals will provide the services needed in the integrated preschool placement. Before the child's transition to kindergarten, a team consisting of parents and staff at sending and receiving placements will develop a plan stating any necessary activities to be accomplished during preschool, at home, or for preparation for kindergarten placement. Project staff will follow through to ensure that needed equipment or support services are available. Staff development and training will be provided for child care, preschool, Head Start, and kindergarten personnel. Family support and training will include preparation for IEP meetings, access to family support groups in the community, and individualized training. Project management will be facilitated by an advisory board working in coordination with interagency efforts, state and local funding sources, and local school personnel.
OUTCOMES: In addition to program implementation throughout the Akron area, dissemination activities will include journal articles and conference presentations.

A Video Mediated Curriculum for Parent-Child Social and Communicative Development

Nondirected Demonstration Project	Funding Period: 1990-93
Director: James MacDonald	Telephone: (614) 292-8365
Fiscal Agency: Ohio State University Research Foundation (Columbus, OH)	Grant No.: H024B00100

PURPOSE: To develop and implement an interactive video-mediated curriculum supplemented by specific professional and caregiver handbooks for training parents and other caregivers to assist developmentally delayed children in their social and communicative development.
TARGET: Children, birth through age 6 years, with developmental delays; their families and other caregivers, including teachers and day care workers; and professionals in special education and related service fields.
APPROACH: The project will provide a curriculum for establishing professionals, parents and other caregivers as partners in assisting children with developmental delays to become social and communicative. The Ecological Communication System (ECO) model will be adapted into an interactive curriculum. The curriculum will be implemented with groups of parents and children through internal programs, inservice training, and external programs. Specific interactive video-mediated curricula will be developed, along with detailed professional and caregiver handbooks to parallel the seven video components. These components include nonverbal interaction, verbal interaction, social play, turn-taking, nonverbal communication, language, and conversation. Emphasis is placed on empowering professionals, parents, and other caregivers to develop relationships with children that assist the child in attaining these competencies.
OUTCOMES: A network will be established to disseminate the model to parents and professionals.

An Active Learning Approach to the Acquisition of Functional Problem-Solving Skills for Young Children with Multiple Disabilities

Nondirected Demonstration Project	Funding Period: 1990-93
Directors: Charity Rowland & Dean Inman	Telephone: (503) 232-9154
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024B00007

PURPOSE: To design active learning experiences for young children with multiple disabilities to teach them to solve problems in the physical environment.
TARGET: Children, age 3 to 8 years, with severe mental retardation in addition to sensory or orthopedic impairments, who attend Portland Metropolitan Area Public Schools.
APPROACH: The project will conduct a survey of generic problem-solving skills necessary for young children with multiple disabilities to function effectively and independently across functional life settings. The project will refine existing procedures for assessing functional problem-solving skills, develop materials highly motivating to children with multiple disabilities for incorporation into problem-solving tasks, and design active learning experiences that provide practice in solving problems in the physical environment. These experiences will provide children with a) generic skills that are necessary to solve problems in the physical environment, b) the motivation to attempt to solve problems as they arise, and c) systematic problem-solving experiences in a variety of generalized settings. The skills to be learned are ones (such as opening containers, searching for objects, using simple tools) that will enhance many areas of daily life, including play, personal care, mobility, pre-academic, dn feeding skills.
OUTCOMES: Procedures developed through the project will form the basis of a curriculum manual and an assessment manual. Dissemination activities will include conference presentations and advertisement of products and project results via SpecialNet.

Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental DayCare for Handicapped Children

Nondirected Demonstration Project	Funding Period: 1989-92
Director: George Singer	Telephone: (503) 342-8445
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024B90024

PURPOSE: To develop a model program for establishing and maintaining quality day care and after school care for children with special needs, birth to age 8 years, in infant, toddler, preschooler, and early elementary school special education programs.
TARGET: Children, birth to age 8 years, with moderate to severe handicaps; their families; advocates, special education professionals; and day care personnel.
APPROACH: The model has three components. Community Organization, Education, and Sponsorship offers of a set of recommended activities and accompanying resource materials to guide implementation, and recruit local sponsorship. Expanding Local Expertise through Training and Technical Assistance offers community college continuing education training for day care providers; technical assistance to direct service providers; and provision of self-instructional materials, including videotapes and manuals, through a local resource library. Training will address integrated day care, the role of the Daycare Resource Specialist, working with families, socialization, adapting day care activities to meet children's special needs, basic skills for handicapped learners, behavior management, and communication. Enhancing Resources addresses service issues through linkage, equipment grants and training stipends, and a registry and referral program.
OUTCOMES: The project offers a model of integrated generic day care as a supplemental service to provide basic physical care, leisure activities, and social integration experiences for the child, and respite and an opportunity to work for parents.

Parents and Infants Responding (PAIR)

Nondirected Demonstration Project	Funding Period: 1989-92
Director: Kenneth Thurman	Telephone: (215) 787-6018
Fiscal Agency: Temple University (Philadelphia, PA)	Grant No.: H024B90028

PURPOSE: To develop a model of intervention that will decrease the cumulative risk associated with very low birthweight (VLBW), low socioeconomic status, and single adolescent motherhood, by encouraging appropriate, stimulating mother-child interaction patterns.
TARGET: Single, adolescent, low socioeconomic status mothers whose infants weigh 800 grams or less at birth and are at risk medically and environmentally for poor developmental outcome.
APPROACH: Half of the families receive services through the hospital social service department, which provides support to families during hospitalization and links them to community service agencies at discharge; the other half receive services through PAIR which go beyond those routinely provided by social service departments. There are four components of the PAIR program: engagement, intervention, maintenance, and empowerment. Daily visits by project staff while infant and mother are still hospitalized post-delivery focus on the mother's feelings about herself and her child. Intervention to improve functional development of the infant is coordinated with medical care in the NICU and addresses the child's cognitive, language, motor, and social development. Individual interaction profiles are developed for each mother-child dyad. After discharge, emphasis shifts to maintenance of attachment and inter-action skills, helping families locate social supports, and empowering the mother through development of advocacy, vocational, and educational skills.
OUTCOMES: The project will develop manuals and training workshops.

Project SpecialCare

Nondirected Demonstration Project	Funding Period: 1990-93
Director: Corinne Garland	Telephone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)	Grant No.: H024B00113

PURPOSE: To expand child care options for children with disabilities through training of child care providers throughout Tidewater, Virginia.
TARGET: Young children with developmental delays and their families; and child care providers.
APPROACH: The project has a six-step design: 1) establishing working relationships with state and local agencies; 2) identification of children and parents to participate; 3) identifying child care providers and center-based programs, and screening for health and safety criteria; 4) training of care providers so that care can be extended to children with disabilities; 5) technical assistance for trained caregivers through information, materials, and, if necessary, on-site coaching; and 6) evaluation. SpecialCare will use a curriculum designed for home- and center-based caregivers who integrate children with handicaps into their child care settings. The four-level curriculum addresses basic elements of care, such as health and safety, information about the impact of handicapping conditions on children and their families, information specific to the care of the children being served, and continuing assistance in meeting the needs of children with disabilities. Training will focus on expanding current roles and responsibilities of caregivers, in order to expand care options for families whose children have disabilities.
OUTCOMES: Products will include information packets/brochures and newsletters for caregivers, and a curriculum for home- and center-based integrated child care settings. The project will establish a permanent technical assistance system for Tidewater.

Early Communication Enhancement Project--Use of Total Communication

Experimental/Compensatory Project	Funding Period: 1988-91
Director: Betsy Gibbs	Phone: (603) 646-7884
Fiscal Agency: Dartmouth Hitchcock Medical Center (Hanover, NH)	Grant No.: H024G80006

PURPOSE: To evaluate the effectiveness of a total communication approach in promoting language development in young children with Down Syndrome.
TARGET: Infants, age 12 months to 3 years, and their families.
APPROACH: The project offers families a home-based communication intervention which is designed to supplement (not replace) the child's early intervention program. Beginning when the child is 12 to 14 months old, a speech and language pathologist will work with parents to increase their understanding of the way children communicate, and share activities and communication methods which may enhance the young child's developing communication abilities. During weekly home visits, the child will receive a play-based total communication intervention that involves use of verbal and sign (ASL). The child's progress will be monitored, using a single-subject research design. During annual visits to the Down Syndrome Clinic, the project will obtain assessments of language development, cognitive and behavioral development, and parent-child interaction. A comparison group of children with limited exposure to sign will be selected from children seen through the Down Syndrome Clinic.
OUTCOMES: Findings will be published in professional journals, presented at local and national conferences, and made available to interested parties upon request. The project is preparing a videotape for families considering the use of total communication.

Mobility Training for Young Children with Severe Neuromotor Impairment

Experimental/Compensatory Project	Funding Period: 1988-91
Director: Dean Inman	Phone: (503) 342-8445
Fiscal Agency: Oregon Research Institute (Eugene, OR)	Grant No.: H024G80002

PURPOSE: To investigate the effects of a specialized mobility training program on young children with severe neuromotor impairment.
TARGET: Children, age 2 to 8 years, with neuromotor impairment in the upper and lower extremities.
APPROACH: The project will conduct two studies. Study 1 is a prospective study investigating the acquisition of motor skills in young children referred to Crippled Children's Services (CCS) over a three-year period. At intake, children will be pretested on joy stick operation, driving skill, level of self esteem, cognitive development, and perceptual skills. Children will be posttested six months after intake to determine the effect of maturation alone on primary and secondary dependent measures. Training will begin after this set of tests and continue until the child achieves mastery of skills. A second posttest will be conducted to determine gains achieved as a function of mobility training. Study 2 will be a single-subject study to determine if skills learned via a computer simulation training program transfer to operating a real wheelchair in the natural environment. Objective measures of mobility will be applied in these studies; secondary measures of client satisfaction, including self esteem and self image, will be indexed via questionnaires and interviews.
OUTCOMES: Technical assistance will be provided to CCS staff and replication sites. Presentations will be made at local, regional, and national conferences. Project results will be submitted for publication in professional journals.

A Comparison of Language Training Procedures with Young Children with Developmental Delays

Nondirected/Experimental Project	Funding Period: 1988-91
Principal Investigator: Jeanne Wilcox	Phone: (602) 965-2374
Fiscal Agency: Arizona State University (Tempe, AZ)	Grant No.: H024G80012

PURPOSE: To examine the comparative effectiveness of language intervention approaches and procedures in conjunction with individual child characteristics.
TARGET: Children, age 22 to 42 months, who have a developmental delay of undetermined etiology; have no significant abnormalities in visual or auditory acuity or muscle tone; and who are pre-language or in the very early phases of language use.
APPROACH: Children are assigned to treatment conditions following assessment of phonetic inventory and capacity for spontaneous imitation. The project selects for each child a training lexicon of 10 words that represent objects, contain initial consonants within the child's phonetic repertoire, and can be used to express functions that the child has mastered. Children participate in 24 individual or group language training sessions using the Mand/Model and Play/Modeling approaches, and are exposed to one of two training procedures (matched or mismatched with individual characteristics). The project will examine effects of individual vs. group treatment, matching vs. mismatching, and the relationship between spontaneous imitation and expose to individual vs. group treatment. Influences on children's patterns of word acquisition during intervention and at 3 and 6 months after will be assessed.
OUTCOMES: A one-day workshop will be conducted on selection and use of training procedures. The project will develop a manual series detailing guidelines for assessment, selection, and implementation.

Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers

Nondirected/Experimental Project	Funding Period: 1988-91
Director: Richard Brinker	Phone: (312) 413-1563
Fiscal Agency: Institute for the Study of Developmental Disabilities (Chicago, IL)	Grant No.: H024G80006

PURPOSE: To test the theory that early contingency intervention will increase a handicapped infant's motivation to explore the environment and thereby facilitate development.
TARGET: Infants functioning at the 2 to 3 month developmental level. All subjects share three criteria for eligibility: 1) They do not retain objects placed in their hands; 2) They do not demonstrate a visually directed reach and grasp; and 3) They do not have any "favorite" toys.
APPROACH: All infants will attend the same weekly early intervention program. A randomly selected group also will receive contingency intervention. Using a combination of group and single subject experimental designs, the project will evaluate the effects of the contingency intervention. The project has three goals: a) to demonstrate the developmental impact of contingency intervention in terms of short- and long-term improvements in infants' exploration of their environment; b) to determine any changes in parent-child interactions as a function of changed perceptions or expectations; and c) to use contingency intervention as a dynamic assessment tool to evaluate the effects of different numbers of sessions of intervention per week, motor therapy prior to intervention, and access to switch-operated toys which produce consequences.
OUTCOMES: Project staff will offer project results in journal articles and conference proceedings. The Chicago Consortium of Early Intervention Providers will serve to disseminate findings to area early intervention programs. Graduate students studying infant care will be trained in methods established during the study.

Project Assist

Nondirected/Experimental Project
Director: Paula Beckman
Fiscal Agency: Department of Special Education,
University of Maryland (College Park, MD)

Funding Period: 1989-92
Telephone: (301) 405-6492
Grant No.: H024H90009

PURPOSE: To examine the effectiveness of an intervention program combining family assistance and traditional infant intervention; to examine the long-term effects of the project; and to integrate the project into the ongoing Infant/Toddler program in Prince George's County.
TARGET: Infants and toddlers with mild to severe handicapping conditions, such as sensory impairments, speech and language disorders, and developmental delays; and their families.
APPROACH: A pretest/posttest control will be used. Families will be randomly assigned to the experimental or comparison group. Both groups will receive ongoing services, including home-based child-focused intervention. The experimental group also will receive family assistance services addressing the hierarchy of family goals proposed by Beckman and Bristol. These include child-related child goals, family-related child goals (changes in the child that improve some aspect of family functioning), child-related family goals (family needs in relation to the handicapped child), and family-related family goals (family needs not necessarily related to the child). Weekly structured group sessions will address such topics as self-monitoring and relaxation training, cognitive restructuring, time management, sibling adjustment, and strategies for coping with the reactions of others. After four months, both groups will be post-tested to determine program impact, and the comparison group of infants will receive family assistance.
OUTCOMES: Inservice training will be offered.

Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays

Nondirected/Experimental Project
Director: Susan Hupp
Fiscal Agency: Department of Educational Psychology,
University of Minnesota (Minneapolis, MN)

Funding Period: 1989-92
Phone: (612) 627-4517
Grant No.: H024H90013

PURPOSE: To determine effective methods of facilitating the use of mastery behaviors by young children with severe cognitive/developmental delays.
TARGET: Preschool children, age 3 to 4 years, with severe cognitive/-developmental delays. Chronological age span in any study will be limited to six months. Children function at approximately a 12-month level.
APPROACH: Ten studies are planned. The first six studies will use a single subject design, based on use of ABA(B) and alternating treatment procedures and will address the effects of positive social referencing, different levels of contingency relationships, level of difficulty of materials as related to mastery, and accessibility of materials in relation to the degree of child interaction. The remaining studies will examine interaction among these variables, using group design procedures. Four pairings of variables will be studied: contingency/social referencing, level of difficulty of materials/social referencing, level of difficulty of materials/contingency, and accessibility/level of difficulty of materials. Seven types of behaviors will be used to code child involvement during play: off-task (e.g., looking around the room); look (looking at, but not touching, the toy); general explore, both passive (e.g., touching the toy) and active (e.g., banging the toy); goal-directed persistence (active engagement relevant to the desired effect); success (intended response of the toy); and social (any child-initiated social interaction).
OUTCOMES: The project will develop a training booklet for parents and teachers.

A Comparison of Four Interventions for VLBW Infants at Risk for Medical Complications and Developmental Disabilities

Nondirected/Experimental Project	Funding Period: 1989-92
Director: Philippa Campbell	Phone: (216) 633-2055
Fiscal Agency: Family Child Learning Center (Akron, OH)	Grant No.: H024G90005

PURPOSE: To compare immediate and long-term effects of intervention conditions that combine experimental and standard practice interventions for hospitalized, at-risk preterm infants; and to examine effects of medical and other environmental factors (e.g., length of stay in NICU, number of hospitalizations,) on outcome measures.
TARGET: Preterm infants who are significantly at risk for chronic health problems and delayed development, and their families. All infants meet the following criteria: birthweight less than 1250 grams; gestational age at birth less than 34 weeks; mechanical ventilation; absence of chromosomal or genetic anomalies; and absence of congenital infection.
APPROACH: Investigation will be conducted during NICU hospitalization and after discharge. Infants are randomly assigned to one of four treatment conditions: A) NICU Neonatal Individualized Developmental Care and Assessment Programming (NIDCAP) and experimental home-based supportive intervention; b) NICU NIDCAP intervention and standard practice community intervention; c) standard practice NICU care and experimental home-based intervention; and d) standard practice NICU care and standard practice community intervention. A mixed model repeated measures design will compare immediate and long-term effects of each treatment condition on medical factors, infant behavioral outcome measures and family outcome.
OUTCOMES: The project will conduct a one-day workshop on selection and use of assessment procedures, and will develop two procedural manuals, one for practitioners and one for families.

Experimental Comparison of Parent Training Approaches

Nondirected/Experimental Project	Funding Period: 1988-91
Principal Investigator: Cordelia Robinson	Phone: (803) 323-2244
Fiscal Agency: School of Education, Winthrop College (Rock Hill, SC)	Grant No.: H024G80002

PURPOSE: To evaluate the effectiveness of validated individual parent training programs when delivered in a group setting.
TARGET: Infants and toddlers, birth to age 36 months, with mild to severe developmental disorders, and their parents.
APPROACH: The project examines the child and parent impacts of two parent instructional programs: a developmental content-focused approach, and a combined interaction/developmental content-focused approach. The process for implementing the project is two-fold. First, research demonstration sites are established with early intervention programs representing several service delivery models and state geographic regions. The project provides training, technical assistance, and direct support for early intervention programs at research sites. Second, parent instructional programs are offered for parent-child dyads by early intervention programs at research sites. Training is conducted in small group format; at least two training sessions involve individualized segments. Pre-training, mid-training, post-training, and follow-up videotapes are made of each parent-child dyad for both parent instructional and project evaluation purposes. The Teaching Skills Inventory is used to measure the effectiveness of the parent training; changes in child development and behavior also are measured.
OUTCOMES: Results will be published in appropriate journals, presented at appropriate professional meetings, and distributed through project reports.

Analysis of Early Motor Skill Intervention

Nondirected/Experimental Project
Principal Investigators: Steve Warren and Eva Horn
Fiscal Agency: Peabody College, Vanderbilt University
(Nashville, TN)

Funding Period: 1988-91
Phone: (615) 322-8277
Grant No.: H024G80001

PURPOSE: To conduct a thorough, carefully controlled comparative analysis of the effects of neuromotor and behavioral approaches on motor skill intervention with young children who have cerebral palsy.

TARGET: Children, age 6 to 38 months, with cerebral palsy, who are enrolled in a community center-based intervention program.

APPROACH: The project has four basic objectives: 1) To conduct individual experimental analyses of comprehensive motor interventions, within a multiple baseline design; 2) to analyze the generalization and maintenance of skills learned through these interventions; 3) to measure the extended effects of these interventions on the subjects' rates of engagement, self-directed activity, and reciprocal social interaction sequences; and 4) to compare the relative effects of the approaches using repeated measures trend analysis procedures across two experimental groups. The research is designed to increase the empirical bases for both neuromotor and behavioral treatment approaches.

OUTCOMES: Project Findings will be prepared for publication in journals that are frequently read by direct service providers. Presentation will be made to local inservice training networks, as well as at national conferences.

The UIC Therapeutic Partnership Project

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Mary Lawlor	Telephone: (312) 996-6901
Fiscal Agency: University of Illinois at Chicago (Chicago, IL)	Grant No.: H024P00028

PURPOSE: To develop a comprehensive curriculum that promotes interdisciplinary collaboration and enhances the ability of therapists to provide family-oriented interventions that will improve children's developmental outcomes.
TARGET: Occupational and physical therapists.
APPROACH: The project will offer multi-level, competency-based, interdisciplinary inservice training that integrates academic learning and clinical practice experiences. Training is offered at three levels: a) Foundational, offering a lecture series and extensive supervised practicum; b) Enrichment, involving completion of a continuing education program with didactic sessions and videotape case analysis; and c) Advanced, addressing highly specialized competencies with supervised practicum experiences. Follow-up activities include monthly meetings emphasizing faculty and peer review of assessment, treatment, and consultation sessions using videotapes of actual interventions. Participants will be able to custom design the components of the training program that will most directly meet their professional development needs. Training will be integrated within the educational offerings at the University of Illinois-Chicago.
OUTCOMES: Project information and materials will be disseminated regionally and nationally through conference presentations and publications, and through the Illinois Birth to Three Clearinghouse. Representatives of state agencies and occupational and physical therapists in neighboring states will be provided training in the replication of this model.

Building Blocks: An Early Childhood Inservice Education Program for Speech-Language Pathologists and Audiologists

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Camille Catlett	Telephone: (301) 897-5700
Fiscal Agency: American Speech-Language-Hearing Association (Rockville, MD)	Grant No.: H024P00052

PURPOSE: To develop inservice education procedures for speech-language pathologists and audiologists, focusing on service delivery to infants and toddlers, birth through age 2 years, with disabilities and their families.
TARGET: Speech-language pathologists and audiologists.
APPROACH: The project will develop six instructional modules with accompanying print materials that address family-focused services, team approaches, multicultural perspectives, audiologic assessment and intervention, pre-speech assessment and intervention, and language assessment and intervention. Training will be provided through one-day inservice workshops, conducted in conjunction with state speech-language-hearing association meetings to allow accessible, low-cost training events. Advanced training will be provided through one-week inservice institutes. The project will develop a resource guide for each state, outlining state and local funding resources, service agencies and providers, family networks, and disability groups. Each guide will identify service programs to facilitate access to exemplary practicum sites for project trainees.
OUTCOMES: Dissemination activities include direct mailings to advocacy groups, professional groups, and university training programs; electronic bulletin board messages; press releases and articles; presentations at national conferences; and product dissemination.

Project TIE (Teams in Early Intervention)

Inservice Training/Related Services Project	Funding Period: 1990-93
Directors: Gail Beam & Meave Stevens Dominguez	Telephone: (505) 843-2794
Fiscal Agency: UNM School of Medicine (Albuquerque, NM)	Grant No.: H024P00049

PURPOSE: To develop and implement an inservice training model that increases the competencies of individual disciplines and early intervention teams (including family members) in order to promote quality family-centered service.
TARGET: Professionals from multiple disciplines (e.g., occupational therapists, physical therapists, pediatricians, speech-language pathologists, nurses) in training sites and community agencies, and the families they serve.
APPROACH: The project has five components: training in skills for successful team functioning; training in critical competencies common to all team members; training in critical discipline-specific competencies; ongoing follow-up and monitoring; and support and technical assistance on P.L. 99-457 to early intervention programs. Two training sites will receive both types of training. Individual goals will be developed for each training site, based on current status and competencies needed by team members. The competency-based Step in Time curriculum will be adapted for use in team training, and additional training materials will be developed based on critical competencies needed by individual disciplines. Training for individual disciplines (speech/language, motor, medical, and families) is expected to address assessment, programming/intervention, and working with other disciplines. Technical support will be provided to early intervention programs.
OUTCOMES: Products to be developed include a team training curriculum, discipline-specific modules, and a guide to developing family-centered services.

Institute and Faculty Inservice Training for Related Services Personnel

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: Mary Beth Bruder	Telephone: (914) 285-8176
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No.: H024P00024

PURPOSE: To implement inservice coursework and practicum with related services personnel who provide or coordinate early intervention services to infants, toddlers, and their families; and to develop a model inservice program for university faculty from related service disciplines.
TARGET: Early intervention professionals from audiology, nutrition, physical therapy, occupational therapy, speech and language therapy, nursing, psychology, and social work; and university faculty representing related services disciplines.
APPROACH: Training is team-based and interdisciplinary, and consists of multiple three-hour group training sessions, called institutes, and individual long-term follow-up. Institute content is predetermined (IFSP, case coordination, team development, transdisciplinary curriculum), but will be modified to meet group needs. Competency-based tasks are one measure of inservice effectiveness. Other evaluation procedures will focus on child and family impact and program impact. Training for related services faculty will consist of coursework and practical activities. Coursework is provided in eight modules: family-centered service philosophy, medical issues, physical management, educational issues, interdisciplinary teams, service delivery systems, curriculum reform, and systems change. Coursework will be implemented over a three-week period, followed by six monthly seminars and site visits to translate course content into practical applications through individually designed competencies. Training activities are consistent with adult learning principles. Individual technical assistance will also be available.
OUTCOMES: The project will develop and disseminate training materials, including institute and faculty manuals.

Inservice Training for Related Services Personnel Serving Medically Fragile Children, Ages 0-8

Inservice Training/Related Services Project	Funding Period: 1990-93
Directors: Gerald Smith & Clifford Sells	Telephone: (503) 494-8313 or (206) 545-1350
Fiscal Agency: Oregon Health Sciences University (Portland, OR)	Grant No.: H024P00013

PURPOSE: To develop a model inservice training program for related services personnel serving infants and young children, birth to age 8 years, who are medically fragile or dependent upon medical technology for their well-being.
TARGET: Related services personnel, including school nurses, occupational therapists, physical therapists, speech pathologists, school psychologists and counselors, and administrators.
APPROACH: Training will emphasize three areas: infancy and family knowledge; skills for functioning as a team member; and problem-solving and coordination strategies. Role-relevant, competency-based training will be conducted via four training events each year, followed by individually developed activities at participants' work sites. Two support training teams will assist in practica and hands-on activities. Competencies include management of medical conditions in school settings, planning and arranging transitions between service settings, working with families, interdisciplinary process, safety measures, legal issues, a functional approach to educational services, clinical issues, and handling grief and loss. The model will be tested at six sites in Oregon and Washington. Continuing education credits are available.
OUTCOMES: The course will be field-tested in at least two training sites, one rural and one urban. The project will develop and disseminate training manuals and an annotated bibliography of print and video information.

Collaborative Consultation: Inservice Training for Related Services Personnel in Early Intervention

Inservice Training/Related Services Project	Funding Period: 1990-93
Directors: Louise Kaczmarek & Howard Goldstein	Telephone: (412) 624-0921
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H024P00033

PURPOSE: To teach related services personnel a model of transdisciplinary consultation based on establishing collaborative teams to serve infants, toddlers, and preschoolers with disabilities; and to measure the effects of training on related services personnel, teachers, and parents.
TARGET: Related services personnel, including occupational therapists, physical therapists, speech-language pathologists, and social workers.
APPROACH: The program has eight phases, with long-term follow-up to demonstrate the efficacy of the competency-based inservice training and collaborative consultation models. In the first phase, program administrators will be trained as co-facilitators of change and will conduct self-studies of their agencies to examine current team approach. These self-studies will provide the basis for individualizing the inservice training effort for each agency. In the next five phases, related services personnel will be taught to implement transdisciplinary consultation in conjunction with teachers and parents. Participants will identify behaviors that these primary service providers can teach effectively within the context of their ongoing, naturalistic intervention efforts. The final two phases involve on-site observation and feedback to determine short- and long-term impacts. Training strategies will include didactic workshops, simulated practice, and direct implementation with written and oral feedback. Training will be conducted in conjunction with administrators/supervisors, teachers, and parents.
OUTCOMES: Training materials (manuals, videotapes, and workbook) will be developed and disseminated.

Wisconsin Family-Centered Inservice Project (WFCIP)

Inservice Training/Related Services Project	Funding Period: 1990-93
Director: George Jesien	Telephone: (608) 263-7710
Fiscal Agency: Waisman Center, University of Wisconsin (Madison, WI)	Grant No.: H024P00023

PURPOSE: To develop, implement, and evaluate a continuing education inservice course for early interventionists.

TARGET: Social service and allied health professionals who are, or may be, engaged in the provision of services for infants and toddlers with disabilities, and their families.

APPROACH: Training will focus on knowledge and skills in family-centered care, interagency/interdisciplinary teaming, care coordination, and problem-solving. The course will provide several modular learning options, including workshops, on-the-job coaching, applied home work assignments, and use of distance learning technologies. Training will be individualized based on self-assessment surveys and personalized learning plans. A network of parents and professionals, in conjunction with statewide field testing, will provide feedback for finalizing course content.

OUTCOMES: Implementation of the project will build Wisconsin's overall capacity to provide informed and appropriate services to infants and toddlers with special needs and their families. The project will develop and disseminate training materials to facilitate replication.

Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated Developmentally Focused Child Care for Medically Fragile Infants and Toddlers

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Sandra Petersen	Telephone: (303) 270-8826
Fiscal Agency: JFK Development Center, University of Colorado Health Sciences Center (Denver, CO)	Grant No.: H024P80027

PURPOSE: To develop a systematic inservice training program to prepare paraprofessionals and trainees in related disciplines to deliver developmentally focused child care to medically fragile infants and toddlers in normalized, nonsegregated settings.
TARGET: Child care paraprofessionals;, and preservice and inservice professionals in infant intervention, early childhood education, psychology, occupational and physical therapy, nursing, and speech/language; and medically fragile infants and toddlers.
APPROACH: Child care paraprofessionals will receive training in the health care of medically fragile infants and toddlers and in a "child care as early education" model incorporating special services into daily routines. Training for related service professionals will focus on competencies in a team-based approach to collaboration with generic child care programs. Specialized training will be offered in interdisciplinary assessments with parental collaboration, development of individualized child care plans and individualized family service plans, and developmental programming for young children at risk for developmental disabilities. Training and support will be provided for parents and volunteers. A Community Integration Team will provide community-based follow-up and consultation.
OUTCOMES: The project will develop print and audiovisual training materials.

Bridging the Gap: Inservice Training for Child Care Personnel

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Victoria Y. Rab	Telephone: (202) 994-6170
Fiscal Agency: George Washington University (Washington, DC)	Grant No.: H024P90017

PURPOSE: To develop a replicable inservice model to train multidisciplinary child care personnel to serve young children with handicaps in integrated community-based programs.
TARGET: Multidisciplinary personnel in community-based day care and preschool programs, including teachers, administrators, and teaching assistants.
APPROACH: Training will be provided over a two-year period to staff of four community-based day care and preschool programs. Level I training focuses on orientation, awareness, and basic knowledge of normal development and handicapping conditions. Level II training focuses on the needs of specific children who have been integrated, with emphasis on communication and social interaction skills. Level III training addresses self-identified goals of child care staff. The project will recruit children who are receiving services in early intervention and special education programs in Arlington County to be placed part-time or full-time in integrated, community-based settings, with project staff providing case management, transition planning, and liaison. Orientation sessions will be provided for all families. Children enrolled in the program participate in activities to promote awareness of individual differences and to prepare them for the integration of children with special needs into their classrooms. Project staff will help programs identify staff roles and responsibilities, the changes required in those roles in order to serve children with special needs, and the skills needed to implement the new roles.
OUTCOMES: A series of three manuals (orientation, training, and administrative) will be developed and published for field use.

Best Practices in Integration (BPI Project)

Multidisciplinary Training Project	Funding Period: 1989-92
Directors: Susan Shuster & Susan Kontos	Telephone: (812) 855-6508 or (317) 494-2942
Fiscal Agency: Institute for the Study of Developmental Disabilities, Indiana University (Bloomington, IN)	Grant No.: H024P90012

PURPOSE: To design a two-tier inservice training model to ensure provision of quality early intervention, special education, and related services to infants, toddlers, and preschoolers with handicaps in integrated community-based programs.
TARGET: Family day care providers; child care, preschool, and kindergarten teachers; early intervention specialists; early childhood educators; early childhood special educators; and allied health and related services professionals.
APPROACH: The BPI Project has five components: 1) Community Preparation and Planning, to promote integration options, obtain local agency support, and identify placement sites; 2) Inservice Training Model, to provide collaborative training in effective integration practices; 3) Impact, to provide for model dissemination; 4) Evaluation; and 5) Management and Internal Support. The training model has two tiers: one focusing on the consultation process for early childhood special educators, and the other focusing on community-based direct service providers.
OUTCOMES: The project will utilize didactic and field-based training to prepare professionals in the following areas: collaborative problem-solving, knowledge expansion regarding community-based programming, and interactive communication.

Project Lexington

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Rebecca Howe	Telephone: (606) 257-3465
Fiscal Agency: Human Development Institute, University of Kentucky (Lexington, KY)	Grant No.: H024P90020

PURPOSE: To develop a program to prepare child care personnel to facilitate the integration of children with handicaps into generic child care settings.
TARGET: Teachers, teaching assistants/aides, and support personnel (e.g., health consultants, therapists, and administrators) in child care agencies; and young children, especially those with severe or multiple handicaps, who are not cared for in integrated settings.
APPROACH: Project objectives address four areas: training for child care personnel to work with children with special needs; expansion of integrated child care options; increased interagency cooperation and collaboration; and research into best methodologies for training and integration. The project's approach is community-based, interagency-focused, and child-centered. Training is tailored to the specific needs and competencies of trainees. Following needs assessment, trainees move through a series of training activities, including 1) introductory self-study materials to assure a common language and familiarity with basic information; 2) competency-based classroom instruction targeted to skills needed to plan environments and implement activities to assure full participation of children with handicaps; 3) practicum experiences in a program which provides fully integrated child care; and 4) on-site follow-up consultation and technical assistance. A research and evaluation design is included which will use pre/post testing and 6 to 12 month follow-up observation procedures to evaluate the effectiveness of training and the extent of integration.
OUTCOMES: Information and materials supporting the model will be disseminated nationally.

Development of a Replicable Coaching Model to Provide Inservice Training

Multidisciplinary Training Project
Director: Ann Riall
Fiscal Agency: University Affiliated Program, University of Southern Mississippi (Hattiesburg, MS)

Funding Period: 1989-92
Telephone: (601) 266-5163
Grant No. H024P90034

PURPOSE: To develop a flexible inservice training model for day care, nursery, and preschool programs staff serving children, birth through age 4 years, with disabilities.
TARGET: Early childhood program staff in licensed day care programs in Hattiesburg, including Head Start, community-based programs, and a university-based center.
APPROACH: The project offers on-site training using an individualized coaching model that can be implemented across programs and levels of staff training and experience. Since target children will require different intervention objectives and teaching strategies, depending on the type and severity of their disability, an individualized training plan will be developed for each staff trainee, with family input. Three levels of training are provided. Level I, Awareness Training, involves all center staff and families, and emphasizes the rationale for integrated services and characteristics of children with disabilities. Level II, Knowledge-Based Training, involves parents of target children and those staff likely to encounter the child, and addresses child-specific developmental and behavioral characteristics, intervention techniques, and support needs. Training is provided in small groups or one-to-one. Level III, Skill-Based Training, involves staff who will work with the child, and consists of classroom implementation, trial and feedback sessions, and coaching. Intensity of training is determined by needs of child and staff.
OUTCOMES: The outcome will be a model applicable in a variety of early childhood programs.

Missouri TIKES: Training Individuals to Care for Exceptional Students

Multidisciplinary Training Project
Directors: Bob Busch & Ronald Gillam
Fiscal Agency: University of Missouri (Columbia, MO)

Funding Period: 1989-92
Telephone: (314) 882-1386
Grant No.: H024P90029

PURPOSE: To develop an interdisciplinary, collaborative, consultative training model to prepare child care personnel to work with young children with handicaps in an integrated community-based setting.
TARGET POPULATION: Licensed child care providers interested in integrating handicapped and nonhandicapped children.
PROGRAM: The project provides child care personnel with knowledge about preschool-aged children with disabilities, with an emphasis on facilitating development through the early integration of handicapped and nonhandicapped children. A series of eight videotapes, called The Learning Together Series, has been created for instructional use during group meetings. The tapes present information about preschool handicapping conditions; family relationships; facilitating cognitive, language, literacy, and motor development; behavior management; and meeting health care/nutrition needs. The meetings also provide a forum for information-sharing, problem-solving, and mutual support for the participants. Activity demonstrations are conducted during on-site visits after each group meeting.
OUTCOMES: The project should result in an increase in the number of child care facilities with trained personnel that will accept handicapped children.

Day Care Inservice Training Model on Young Children with Special Needs

Multidisciplinary Training Project	Funding Period: 1989-92
Director: Mary Beth Bruder	Telephone: (914) 285-8176
Fiscal Agency: New York Medical College (Valhalla, NY)	Grant No. H024P90033

PURPOSE: To develop a model training curriculum on the integration of young children, birth to age 5 years, with disabilities for day care center staff.
TARGET: Day care providers, administrators, and teachers.
APPROACH: Training is designed to meet state licensing requirements and is offered in three components: topical workshops, long-term institutes, and individual technical assistance. Workshop topics include assessment, individualized education plan development, environmental adaptations, behavior management, and family partnerships. Institutes offer skill training through weekly sessions over a 12-week period. Maximum enrollment is ten participants. The Special Education Services institute addresses interagency collaboration, behavior management, assessment, child-caregiver interactions, teaming, environments, families, and legal issues. Graduates of the first institute will be eligible to participate in trainer-of-trainers institutes, offered twice a year and addressing such topics as adult learning styles, active listening, consultation, coaching, situational leadership, motivation strategies, and overcoming resistance to change. Participants will offer training to other day care providers under project supervision. Continuing education credit will be offered to all institute participants. The project will offer individualized technical assistance focusing on program-, family-, or child-specific topics related to integration of young children with disabilities into community day care programs.
OUTCOMES: Findings will be translated into products, training, and service delivery practices.

Comprehensive Integrated Training for Personnel in Community Preschool/-Child Care Programs

Multidisciplinary Training Project	Funding Period: 1989-92
Directors: Philippa Campbell & Bonnie Strickland	Telephone: (216) 633-2055
Fiscal Agency: Family Learning Center (Akron, OH)	Grant No.: H024P90011

PURPOSE: To develop a model of competency-based training to prepare personnel to work with children, age 3 to 5 years, with disabilities in integrated, community-based settings.
TARGET: Teachers, administrators, and staff from public and private preschool/child care programs; and high school students enrolled in vocational and career training programs and working in school-sponsored child care facilities; and children age 3 to 5 years with disabilities.
APPROACH: Training is based on the skills necessary for successful integration. There are two major two components. 1) Direct inservice training of child care personnel at targeted program sites includes experiential, hands-on learning as well as didactic instruction. Provisions are included for individualized implementation directly linked to trainees' existing roles and responsibilities. Technical assistance and follow-up provides ongoing support of newly acquired skills through information-sharing, evaluation, and problem-solving groups. 2) Indirect training consists of the establishment of a Preschool Integration Network, through which all community child care programs identified as enrolling or willing to enroll children with disabilities will receive information related to integrated programming.
OUTCOMES: The network will publish a bimonthly newsletter and conduct quarterly network meetings on topics related to integrated programming. The project will develop and disseminate a Preschool Integration Manual providing strategies for integrated programming.

Early Integration Training Project (EITP)

Multidisciplinary Training Project
Director: Dennis Sykes
Fiscal Agency: Ohio State University (Columbus, OH)

Funding Period: 1989-92
Telephone: (614) 447-0844
Grant No. : H024P90004

PURPOSE: To develop a program for training child care, administrative, and support services personnel and parents to serve young children with disabilities in an integrated setting; and to develop a system for training trainers.

TARGET: Child care and administrative staff of home- and center-based child care centers; and support service personnel working in specialty areas such as speech-language pathology, occupational therapy, and nursing; and children, birth to age 5 years, with disabilities.

APPROACH: Training is provided through interactive workshops that allow for practice of newly acquired skills. Workshops will include case studies, role playing, small group problem-solving sessions, and discussion groups, in addition to more formal lecture presentations. Training is individualized to meet the needs of the five training audiences: child care staff, support services staff, administrators, project trainers, and parents. The project is coordinated through county-level collaborative groups and seeks to initiate lasting relationships among various team members. Fifteen hours of training will focus on the following areas: 1) planning positive integrated placements; 2) developing team skills; and 3) preparing children and adults for integrated placements.

OUTCOMES: The training program was piloted in four counties during the first project year, and will be disseminated statewide through a pyramidal training model during Years 2 and 3. Materials developed by the project will be provided to trainers to be used in future training.

The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel

Multidisciplinary Training Project
Directors: Mark Innocenti & Diane Behl
Fiscal Agency: Center for Persons with Disabilities,
Utah State University (Logan, UT)

Funding Period: 1989-92
Telephone: (801) 750-2006
Grant No.: H024P90008

PURPOSE: To develop a transdisciplinary, consultant-based training model for staff in Head Start programs to enable them to work effectively with young children with disabilities in integrated settings.

TARGET: Professionals and paraprofessionals working with Head Start programs that provide services to migrant populations and/or programs in rural/frontier areas, where the majority of children served are environmentally at risk.

APPROACH: Assessment is conducted using a transdisciplinary approach that emphasizes awareness of cultural competence. Intervention activities are consultant-based and include all Head Start staff as members of a collaborative team. Intervention for children is activity-based and makes use of feedback from ecobehavioral observations. Instruction utilizes modeling and shaping of staff skills.

OUTCOMES: Objectives include improving knowledge and skills of Head Start staff in working with children with disabilities; appropriate assessment and programming for identified children; training of the Head Start administrative staff to assume the lead role in model implementation; training teachers and special services workers to develop appropriate child goals, write and implement individualized service programs, and collect data for assessment; and developing training manuals for specific training audiences.

Birth to Three Inservice Model Outreach

Outreach Project--National/Multistate
Director: Mary Beth Bruder
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1990-93
Telephone: (203) 674-1485
Grant No.: H024D00005

PURPOSE: To provide training to early interventionists who work in programs that serve infants and toddlers, birth to age 3 years, with disabilities.
TARGET: Infant specialists employed within state early intervention programs throughout New York State.
APPROACH: Training will consist of multiple training sessions called institutes, with a maximum of ten participants in each institute. An institute will address a single intervention topic and consist of approximately six to ten three-hour sessions, combining lectures, discussion, videos, practical activities, and feedback. Institute topics include the individualized family service plan (IFSP), infant curricula, case coordination, and transdisciplinary teamwork. Participants will apply the training content through implementation of competency tasks in a follow-up phase of training. Continuing education credits will be available.
PRACTICES: The program will focus on the acquisition of skills necessary to provide services under P.L.99-457. Training is organized to reflect adult learning principles as they relate to staff development.
OUTCOMES: The model is a prototype for replication across service settings, consumers, and administrative arrangements. The project will reflect state-of-the-art training content for infant specialists.

Niños Especiales Outreach Project

Outreach Project--National/Multistate
Director: Mary Beth Bruder
Fiscal Agency: UCONN Health Center (Farmington, CT)

Funding Period: 1990-93
Telephone: (203) 674-1485
Grant No.: H024D00010

PURPOSE: To provide outreach training to early interventionists based on a model of culturally sensitive, family-focused early intervention services for infants and families of Puerto Rican heritage.
TARGET: Families of Puerto Rican heritage, and their severely handicapped infants; and early interventionists within the state of Connecticut and the New York Metropolitan area.
APPROACH: Training will be provided in three separate components, each designed to match a specific interventionist's or program's need. Workshops targeted at providing information and raising awareness of culturally sensitive, family-directed services will be offered monthly for groups up to 50 participants. Long-term training will be provided to groups of up to eight participants through topic-specific, competency-based institutes. Each institute will consist of four to seven sessions which include didactic and practicum components. Follow-up support will be provided for one year. Four institutes will be conducted each year. The third component is model replication training, which will be provided through on-site technical assistance.
PRACTICES: Project elements include family orientation, cultural sensitivity, transdisciplinary services, interagency collaboration, and transition to preschool.
OUTCOMES: The project will develop and disseminate materials for use during training, including manuals and a replication checklist.

FACTS (Family and Agency Collaboration through Technology Support)

Outreach Project-
Director: Dianne Smith
Fiscal Agency: United Cerebral Palsy Association (DC)
(Altamonte Springs, FL)

Funding Period: 1989-92
Telephone: (407) 774-9888
Grant No.: H024D90038

PURPOSE: In conjunction with project sites, to facilitate the changes necessary for development and implementation of family-focused services.
TARGET: Parents and early intervention personnel at UCPA affiliate agencies and selected non-UCPA affiliates in Alabama, Florida, and Pennsylvania.
APPROACH: Project sites will establish teams consisting of a parent, a direct service professional, and an administrator who rate their agency's perceptions about early intervention services. Site goals will be set based on agency ratings to help establish the topical sequenced activities, technical assistance, and workshop content offered by the project. The site agency and team will collect informational data on children and families and on services provided. The project director will make three visits to each site to assure compliance and to provide technical support. Project activities will be designed to enhance, build, and expand state and local collaborative efforts.
PRACTICES: The "Program Orientation in Early Intervention" scale will be used. This scale was designed to determine current and desired perceptions of program philosophy and services within the Nationally Organized Collaborative Project, and for use by service delivery providers in determining ways in which services may be altered to better address family and infant needs.
OUTCOMES: The project will develop and disseminate a set of monographs and audiovisual materials on selected topics relevant to outreach training.

Georgia Developmental Therapy Preschool Outreach Project

Outreach Project--National/Multistate
Director: Karen Davis
Fiscal Agency: College of Education,
University of Georgia (Athens, GA)

Funding Period: 1990-93
Telephone: (404) 369-5689 or -549-3030
Grant No.: H024D00027

PURPOSE: To assist state and local agencies in expanding or improving programs and services to toddlers and preschoolers with handicaps and their families; and to assist in the development of a statewide system for early intervention services.
TARGET: Children, age 2 to 8 years, who have problems in overall development due to social-emotional delays or are seriously emotionally disturbed; their families; and personnel in family service agencies, preschool programs (such as Head Start and day care), and agencies.
APPROACH: The project will offer outreach training to early intervention programs for model replication. Services include print and audiovisual materials, program planning assistance (e.g., needs assessment, case management, interagency collaboration), training and technical assis-tance (e.g., child find, curriculum, family services), and evaluation assistance.
PRACTICES: The project is based on the Rutland-Developmental Therapy model, a team-based intervention system of comprehensive services to children and families. Developmental sequences in behavior, social communication, socialization, and cognition provide the framework for the curriculum, which has normal social-emotional development as its goal. The model can be implemented in any educational setting. The model offers a range of family services.
OUTCOMES: The project will expand and improve early intervention services by coordinating outreach services with the Georgia Department of Education and Department of Human Resources, providing training and technical assistance to early intervention programs, and evaluating outreach services to determine effectiveness.

Rutland-Developmental Therapy Outreach Project

Outreach Project--National/Multistate
Director: Karen Davis
Fiscal Agency: College of Education,
University of Georgia (Athens, GA)

Funding Period: 1989-92
Telephone: (404) 369-5689 or 549-3030
Grant No.: H024D90014

PURPOSE: To provide technical assistance and outreach services to agencies serving handicapped children, particularly those with socially, emotionally, and behaviorally handicapping conditions, and their families; and to provide training for service providers in these agencies.
TARGET: Early intervention teams and service providers from state and local agencies (e.g., school districts, Head Start, child care agencies); and parents.
APPROACH: The project will help states and local agencies improve and expand services to children, age 2 to 8 years, and their families. Three areas are emphasized: 1) coordination of activities (e.g., awareness activities, identification of training sites, workshops) with state lead agencies for infant and preschool programs; 2) training and technical assistance in model replication; and 3) evaluation of outreach services. Services include information dissemination through print and audiovisual materials; program planning assistance (e.g., needs assessment, case management, selection of model components, interagency collaboration); training and technical assistance on such topics as the identification and referral process (child find), team-based intake and diagnostics, curriculum, program liaison, and family services; and evaluation assistance.
PRACTICES: The project is based on the Rutland-Developmental Therapy model, a team-based intervention system offering a range of family services. Developmental sequences in behavior, social communication, socialization, and cognition provide the framework for the curriculum. The model can be implemented in any educational settings.

PPT: Preschool Preparation and Transition Outreach Project

Outreach Project--National/Multistate
Director: Mary Jo Noonan
Fiscal Agency: University of Hawaii (Honolulu, HI)

Funding Period: 1990-93
Telephone: (808) 956-7956
Grant No.: H024D00030

PURPOSE: To increase the effectiveness of early intervention programs in preparing handicapped infants and their families for transition to least restrictive preschool environments.
TARGET: Staff of programs serving infants and toddlers, birth to age 3 years, with special needs, and their families.
APPROACH: Three staff from each replication site will attend a statewide workshop to introduce the model. Each site will conduct a needs assessment to determine priorities (parent awareness and involvement activities, preparatory curricula, preschool consultation, and systems cooperation) Implementation guidelines will distinguish essential characteristics of model components from flexible features that may be modified to meet unique program needs. Implementation support activities will be provided at each site, including video and live demonstration, consultation, hands-on experiences, and materials. Through quarterly meetings, PPT staff will assist in establishing collaborative efforts among key agencies and programs.
PRACTICES: The model has three levels of impact: 1) Child Change--facilitating transition to least restrictive environment through ecological and future-focused assessment and curricular strategies; 2) Program Change--providing assistance in incorporating transition-focused practices in service delivery models through staff development, parent involvement, transition support activities, and transdisciplinary teaming; and 3) Societal Change--fostering community acceptance of preschool integration and facilitating smooth transitions across agencies and programs through community awareness, consultation, and systems change activities.
OUTCOMES: Products to support model replication will be disseminated.

Outreach to Infants in Rural Settings

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Jennifer Olson	Phone: (208) 885-6159
Fiscal Agency: University of Idaho (Moscow, ID)	Grant No.: H024C80011

PURPOSE: To deliver training and technical assistance support services--including infant programming, family-focused intervention, monitoring and follow-up of at-risk infants, delivering sensitive information, transition, and case management--in four northwestern states.
TARGET: Early interventionists and other service providers in public and private agencies.
APPROACH: The project seeks to improve services to underserved handicapped and at-risk infants and their families, with special attention to minority populations, such as Native Americans and migrant families. The competency-based training program offers technical assistance and ongoing consultation on infant programming, family-focused intervention, monitoring and follow-up, case management, and transition. Training was provided in individual components during Year 1, with follow-up implementation and model replication during Year 2. During Year 3, projects that have received training and follow-up assistance will train a site in their own region.
PRACTICES: The direct service model integrates family systems and systematic instruction approaches to serving young handicapped children, birth through age 2 years. The model provides assessment of child and family needs and development of objectives for the entire family. Components include a model classroom with a family systems approach; family involvement; identification and follow-up of at-risk infants in rural communities; and training of professionals to deliver sensitive information to families of handicapped children.
OUTCOMES: The project also assists State Interagency Coordinating Councils in development and implementation of service delivery plans and guidelines, and facilitates team development.

ACTT Outreach (Activating Children Through Technology)

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Patricia Hutinger	Telephone: (309) 298-1014
Fiscal Agency: Western Illinois University (Macomb, IL)	Grant No.: H024D90019

PURPOSE: To integrate technology into services for young children with special needs.
TARGET: Personnel in 27 states who are employed in public and private agencies which serve children, birth to age 8 years, who have or are at risk for handicaps, and their families.
APPROACH: ACTT Outreach has developed a set of written materials and videotape modules to teach program personnel and families to use microcomputer applications with children with special needs. Training is geared to the needs of the adult learner, and includes assessment of the needs of the replication site, training, follow-up consultation, technical support, critique of videotapes, analysis of data, and materials. Participants also will be trained to train other staff in their home agency. Most training will take place at the ACTT site in Macomb. Project staff maintain communication through electronic mail with sites that have access to SpecialNet.
PRACTICES: Project ACTT integrates a microcomputer curriculum into programs for children with moderate to severe structural and functional handicaps which prevent interaction with their environment. The curriculum is designed to foster expectation of control over the environment; encourage autonomy; provide communication possibilities; and foster development of problem-solving, general thinking, and related skills. Procedures are included for use of hardware, software, and adaptive peripherals (e.g., speech synthesizers, adaptive keyboards, switches). The curriculum can be used in individual or group settings in home or classroom. Families partici-pate at three levels: awareness, assistance in intervention, or conducting intervention.
OUTCOMES: Products include training modules, software programs supporting curricular objectives, equipment modification schema, and a curriculum, *Building ACTTive Futures*.

PEECH: Program for Early Education of Children with Handicaps

Outreach Project--National/Multistate
Directors: Merle Karnes & Susan Fowler
Fiscal Agency: University of Illinois (Urbana, IL)

Funding Period: 1990-93
Telephone: (217) 333-2533
Grant No.: H024D00017

PURPOSE: To increase the number of high-quality, specialized educational/developmental services provided to preschool children with disabilities and their families.
TARGET: Agencies and school districts serving children, age 3 to 5 years, with mild to moderate disabilities, and their families.
APPROACH: Each replication site will designate a Replication Specialist to receive intensive training on model components at a four-day inservice training event. Training and follow-up will be offered on-site by PEECH staff. On-site training and consultation will be conducted by PEECH staff and/or the Replication Specialist. Activities include classroom observation, demonstration of particular language stimulation techniques, and workshops on model components. Workshop materials and videotapes will be available on loan.
PRACTICES: PEECH emphasizes language experiences to heighten cognitive development. The model has ten components: 1) Screening, Diagnosis, and the IEP; 2) Ongoing Assessment and Programming; 3) Integration/Least Restrictive Environment; 4) Environment Conducive to Learning; 5) Systems Approach to Involving Families; 6) Transition; 7) Staff Development; 8) Teaming; 9) Interagency Collaboration; and 10) Program Evaluation.
OUTCOMES: Dissemination activities will include conference presentations, products, training materials, and journal articles. PEECH staff will engage in awareness and demonstration activities to share the model and its principles with other professionals.

RAPYHT Outreach Project (Retrieval and Acceleration of Promising Young Handicapped and Talented)

Outreach Project--National/Multistate
Director: Merle Karnes
Fiscal Agency: University of Illinois (Urbana, IL)

Funding Period: 1990-93
Telephone: (217) 333-2135
Grant No.: H024D00024

PURPOSE: To train staff of preschool programs to identify and program for handicapped children's strengths and/or gifts, and to foster successful integration.
TARGET: Teachers and parents of children, age 3 to 5 years, with and without handicaps.
APPROACH: Outreach activities focus on model replication in local programs. Replication specialists will attend a four-day inservice workshop addressing model components, administration of assessment instruments, and strategies for model implementation, and will have an opportunity to observe in classrooms. A needs assessment will be conducted and an individual site plan will be developed for each replication site. Project staff will conduct on-site training workshops in such topics as communicating with parents, arranging the environment for integration, divergent thinking, talent identification and programming, and transitioning. The Replication Specialist will provide follow-up and technical assistance.
PRACTICES: The purposes of the RAPYHT model are 1) training teachers and parents to foster development of higher level thinking processes of children in mainstreamed classrooms; 2) training teachers and parents to identify children's strengths and understand the characteristics of those who are gifted and talented; and 3) providing curricular materials to enhance strengths and talents. Teachers are taught strategies for promoting social integration as well as differentiation of instruction. The model is compatible with public school procedures, and is adaptable to programs in child care, private schools, and public agencies.

Bridging Early Services Transition Project--Outreach

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Sharon Rosenkoetter	Telephone: (316) 241-5153
Fiscal Agency: Associated Colleges of Central Kansas (McPherson, KS)	Grant No.: H024D00019

PURPOSE: To help administrators, service providers, and families plan and coordinate transitions for young children with handicaps or developmental delays.
TARGET: Families of children, birth through age 5 years, with handicaps, who are about to move to a new service setting; service providers; and administrators.
APPROACH: The model is being replicated in at least nine states with both rural and urban populations. Each state's needs regarding transition planning are being assessed, and training is individualized. Workshop training and technical assistance are provided.
PRACTICES: Three strategies are recommended to assist in the transition process: interagency coordination between sending and receiving programs; individualized family involvement, and transition curriculum planning to help children learn new skills to be successful in their new setting. The model has nine components: interagency, time management, family involvement, hospital to community transition, infant/toddler program, special preschool services, community early childhood programs, kindergarten/elementary school, and evaluation. The model contains adaptations for various types of transitions, for communities of various sizes, for children of different ages and types of disability, and for families with diverse resources and histories of participation.
OUTCOMES: Project outcomes will include a replicable model and adaptable procedures and instruments.

Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Beth Rous	Telephone: (606) 278-0549
Fiscal Agency: Child Development Centers of the Bluegrass (Lexington, KY)	Grant No.: H024D90023

PURPOSE: To disseminate and replicate the STEPS model throughout Kentucky.
TARGET: Personnel in state, regional, and local programs throughout Kentucky, including state department of education, technical assistance resource centers, local school districts, Head Start, mental health/mental retardation programs, and early childhood intervention/preschool programs; and children, birth to age 5 years, with handicaps, and their families.
APPROACH: Services include training in establishing an interagency regional network of training teams; developing replication sites and providing training in model components; and developing and expanding products, such as a Core Facilitator Package.
PRACTICES: Project STEPS is a process-oriented, community interagency model for the transition of children with handicaps between service settings. Model components include 1) administration (establishing interagency groups, setting timelines, developing procedures); 2) staff involvement (training in administrative procedures, working with families, instructing children in skills for next placements); 3) family involvement (training parents to work with interagency teams); and 4) child participation (assessment and instruction strategies developmentally appropriate and functionally relevant to placement in integrated settings).
OUTCOMES: The project will build a statewide interagency training and technical assistance (TA) network for the transition of young children with special needs from early intervention to preschool programs, and from preschool to school-age programs.

Project Reach ME - Maine's Birth to Five Early Intervention Outreach Model

Outreach Project--National/Multistate — Funding Period: 1989-92
Director: John Hornstein — Telephone: (207) 879-4126
Fiscal Agency: Department of Mental Health and Mental Retardation (Augusta, ME) — Grant No.: H024D90029

PURPOSE: To disseminate information from successful models of early intervention so that innovative practices can be replicated by programs..
TARGET: Parents, private practitioners, and public and private agency staff throughout Maine.
APPROACH: Components from "best practice" areas (programming strategies, family-focused intervention, and team assessment) will be addressed by nine target sites. Each best practice area will be addressed through a two-day institute using the University of Maine's interactive TV system, in order to assure widespread participation. Foundations for best practice areas will be provided by nationally recognized models. Follow-up training will be provided to target sites after each institute. A fourth institute will integrate the work from each best practice area.
PRACTICES: Models to be replicated include the following: 1) Project Interact's High Scope Program for Infants and Toddlers with Special Needs - Transactional Intervention Program, which offers programming strategies to create an interactive match between parent or interventionist and child; 2) the Family Enablement Project's Family-Centered Assessment and Intervention Model, designed to support family functioning through family support networks, parent-professional partnerships, and effective case management; and 3) Project KAI's inservice training model, which emphasizes developing policies and procedures at a systems level to support implementation of family-focused, community-based transdisciplinary assessment.

BEACON Outreach Project

Outreach Project--National/Multistate — Funding Period: 1990-93
Director: Peter Hainsworth — Telephone: (617) 329-5529
Fiscal Agency: Early Recognition Intervention Network (Dedham, MA) — Grant No.: H024D00005

PURPOSE: To increase the quantity and quality of services for young, bilingual children with handicaps, through screening of children in their native language and follow-up curriculum adaptations/sensitivities.
TARGET: Bilingual children at the preschool or primary level with handicaps; their families; teachers in mainstream/special bilingual programs; Head Start and day care agencies.
APPROACH: The project offers training and materials to screen young children in more than 18 languages and adapt regular classroom materials and strategies in English and the child's native language(s). On-site workshops of 1-2 days are available for screening only; 3-5 day workshops add the complete child curriculum and home adaptations. Participants administer screening tests, write IEPs and IFSPs, construct curriculum materials, and study parent involvement tools. A trained local coordinator provides follow-up with print and audiovisual materials. Project activities may be piggy-backed with the ERIN Outreach Program (see ERIN abstract) through dual-track workshops.
PRACTICES: Children are screened in their native language and tested with a criterion-referenced test of educational skills. An individual educational program is written for each child. Children and families receive follow-up classroom and/or home programming with BEACON materials adapted for bilingual children. Family involvement is encouraged through a range of options for home/school coordination.
OUTCOMES: The project will develop and disseminate print and audiovisual products to guide screening, curriculum application, and service delivery systems.

ERIN Outreach Program

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Marian Hainsworth	Telephone: (617) 329-5529
Fiscal Agency: Early Recognition Intervention Network (Dedham, MA)	Grant No.: H024D90010

PURPOSE: To provide teachers with a technology for observing, planning, and implementing individualized education programs for children with special needs, ages 2 to 7 years in mainstream or segregated settings.
TARGET: Personnel in state agencies, public schools, Head Start, preschools, day care, and other programs which represent a range of geographic and socioeconomic conditions.
APPROACH: The outreach approach involves intense development of a pilot site to serve as an Extended Outreach Nucleus for a network of adopting sites, in order to facilitate training and ongoing support. The ERIN Training Program for Adults (for regular or special educators and parents) provides the equivalent of 3 to 6 credit hours of college training through week-long Leadership Training Institutes or Regional Workshops. On-site supervision/consultation is provided by ERIN staff and local coordinators for program planning, needs assessment, implementation assistance, and evaluation. Project activities may be piggy-backed with the BEACON Outreach Project (see BEACON abstract) through dual-track workshops.
PRACTICES: The model stresses developmental growth in general coping and cognitive skills, and provides guidelines for adapting the learning environment to the needs of the range of children served, with different levels of program intensity based on setting and severity of handicapping condition. ERIN curriculum and training materials have been adapted into self-study guides and audiovisual materials in four domains: Participation (social/emotional), Language, Visual-Perceptual-Motor, and Body Awareness and Control.

Project WIN Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Geneva Woodruff	Telephone: (617) 783-7300
Fiscal Agency: South Shore Mental Health Center (Quincy, MA)	Grant No.: H024D90001

PURPOSE: To provide training and technical assistance to professionals in community service agencies concerning methods of serving children who are HIV infected and their families.
TARGET: Professionals from public and private programs at local, state, and national levels, including early intervention programs, day care programs, Head Start, public schools, residential programs, child welfare agencies, and foster care programs.
APPROACH: The project will provide awareness and model replication training to professionals in community service agencies serving children who are HIV infected and their families. Awareness training will focus on educating professionals and the public about the service needs of these families. Replication training will assist teams in replicating or adapting transdisciplinary and transagency procedures.
PRACTICES: Project WIN's model of transdisciplinary team development and transagency coordinated case management serves children under the age of 6 years and their intravenous drug-using parents. Children are diagnosed or at risk for HIV infection and demonstrate some degree of developmental delay. The families are multiproblem and are served by a minimum of five community agencies.
OUTCOMES: Products include training modules and a policies and procedures manual that provide guidelines for ongoing implementation of the model.

The Transactional Intervention Program: A National Outreach Training Project

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Amy Powell	Telephone: (313) 485-2000
Fiscal Agency: High/Scope Educational Research Foundation (Ypsilanti, MI)	Grant No.: H024D90021

PURPOSE: To provide outreach training and technical assistance that will enable service providers to implement the Transactional Intervention Program.
TARGET: Early intervention professionals and program administrators in 15 states who work in programs providing a full range of educational and therapeutic services for children with handicaps, birth to age 5 years, and their families. Professionals working with preschool-age children may receive training if their services include a commitment to parent involvement.
APPROACH: The project provides training and technical assistance in replication of the TRIP model using a trainer-of-trainers approach. Training is provided over four one-week sessions to prepare participants to train co-workers in the TRIP model and in developing program policies and administrative procedures. At each regional site, training will be provided for 20 participants, representing 6 to 10 programs. The project will conduct a regional institute for local intervention teams prior to model implementation, with follow-up technical assistance.
PRACTICES: TRIP provides a family-focused early intervention model that is designed to promote child development by focusing on the quality of interaction between child and family. Intervention strategies include turn-taking (to increase parental responsiveness and decrease directiveness), and interactive match (to modify parental behavior to match the child's behavioral style, current interests, developmental level, and information-processing capacity).

Educational Home Model Outreach Project

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Ted Maloney	Telephone: (406) 243-5467
Fiscal Agency: Montana University Affiliated Program Satellite (Missoula, MT)	Grant No.: H024D00003

PURPOSE: To provide training and technical assistance to day care providers who wish to expand their programs to integrate children with a variety of handicapping conditions.
TARGET: Day care providers in MOntana and other rural states who provide services for children, birth through age 5 years, with developmental or mental handicaps.
APPROACH: The project will conduct awareness activities, develop and disseminate products, stimulate replication sites, provide training and technical assistance, and coordinate with state and local resources. An individualized Day Care Outreach Plan will be developed to help each day care provider learn specialized skills and implement model components. The model's seven components address specific skills, including: 1) developing integrated programs for children with special needs, 2) meeting individual needs of children, 3) involving parents and families, 4) encouraging community collaboration, 5) managing health and safety issues, 6) designing physical environments, and 7) effective management of an integrated program.
PRACTICES: The model was designed for remote/rural areas and serves children with a wide variety of handicapping conditions. It provides a complement to home-based early intervention services by extending the child and family's options to "normalized" settings. Identifying and working with the unique qualities of each day care site will make the project especially effective in helping providers in rural areas with specific needs and limited resources.
OUTCOMES: Project information will be disseminated through conference presentations, articles, participation on statewide committees related to child care issues, and training sessions.

Montana Early Intervention (0-5) Outreach Project

Outreach Project--National/Multistate	Funding Period: 1990-93
Directors: Richard Van den Pol & Debra Hansen	Telephone: (406) 243-5344
Fiscal Agency: School of Education, University of Montana (Missoula, MT)	Grant No.: H024D00029

PURPOSE: To provide technical assistance to early intervention service providers for replication of the CO-TEACH Preschool model.
TARGET: State and local education agencies, early intervention programs, and service providers.
APPROACH: A rural outreach consortium approach is planned for the statewide project. Consortium participants will assist in identifying potential adoption sites, disseminating materials, hosting site visits, providing technical assistance, and developing a statewide resource access system of local expertise in early intervention methods. Training will initially involve mailing of replication materials, followed by "hands-on" training visits.
PRACTICES: The CO-TEACH Preschool model has four components: Special Preschool, utilizing the MERIT Curriculum; Transition, to facilitate transition from specialized preschool into regular kindergarten; Family Support, including training, referrals, support, and advocacy; and Videorecording, to record data on IEP progress, group instruction skills, and social play skills, and to supplement traditional assessment measures.
OUTCOMES: The project's consortium approach will build on existing relationships among state and local agencies; increase opportunities for preservice training; and minimize travel costs for model replication.

COPING Outreach

Outreach Project--National/Multistate	Funding Period: 1988-91
Directors: Gordon Williamson & Shirley Zeitlin	Phone: (201) 548-7610
Fiscal Agency: John F. Kennedy Medical Center (Edison, NJ)	Grant No.: H024C80016

PURPOSE: To provide training and technical assistance for implementing comprehensive early intervention and preschool programs that support coping effectiveness of children and families.
TARGET: State agencies, regional and local policymakers, and service providers involved in early intervention for children birth to age 5 years who have special needs or are at risk; professional organizations; and parents and other caregivers.
APPROACH: Outreach efforts focus on implementing services based on three components: 1) theoretical model of the coping process, demonstrating how individuals and families function adaptively, 2) decision-making model that helps parents and professionals develop collaborative service plans, and 3) intervention options that enhance coping resources for the child and family and support effective transactions in daily living. The intervention approach is flexible and practical, and can be tailored to meet the needs of children with a wide range of special needs and families of diverse socioeconomic and cultural backgrounds. The components are adaptable to programs with differing philosophies, resources, and curricula.
PRACTICES: The early intervention model serves children birth to age 5 years who have a variety of neurological, orthopedic, developmental, and sensory deficits. Services to children are delivered by a team through center- and home-based activities that help foster development skills and adaptive coping behaviors. Family services include support groups and workshops in enhancing coping resources.
OUTCOMES: Products include the Coping Inventory (Observation and Self-Rated editions) and the Early Coping Inventory.

Early Intervention Training Program to Direct Care Providers Who Serve Handicapped & At-Risk Children of Developmentally Delayed Young Parents

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Sister Mary Patricia	Telephone: (716) 833-5353
Fiscal Agency: Cantalician Foundation, Inc. (Buffalo, NY)	Grant No.: H024D00013

PURPOSE: To provide inservice training to health and education professionals who serve developmentally delayed or at-risk infants of developmentally delayed young parents.
TARGET: Administrators, service providers, and decisionmakers in health and education agencies; and at-risk or developmentally delayed infants and their developmentally delayed parents.
APPROACH: The project employs a three-tiered training strategy. Tier I offers one-day workshops on service needs and program logistics for program administrators and decision-makers. Tier II offers service providers a two-day hands-on workshop. Tier III offers individualized training on specific technical assistance concerns and local programming strategies stressing multidisciplinary team structure. Areas addressed include infant stimulation, maternal/child health, counseling program development, case management, product development, and public awareness.
PRACTICES: The curriculum assists developmentally delayed, economically disadvantaged parents in learning appropriate infant stimulation activities. Each family receives direct instruc-tion in education, peer support, family services, and health care; referral to ancillary services; and case management. Home visits are available. The project has developed interactive teaching aids for use with families. The RESPECT curriculum is available in Spanish.
OUTCOMES: Service areas covered by products include parenting education, medical education, nutrition, self-esteem, and responsible decision-making.

The Regional Program for Preschool Handicapped Children Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Carol Eagen	Telephone: (914) 962-2377
Fiscal Agency: Putnam/Northern Westchester BOCES (Yorktown Heights, NY)	Grant No.: H024D90039

PURPOSE: To replicate a model service delivery system for young children with disabilities.
TARGET: Teachers, paraprofessionals, administrators, and clinical personnel from local education agencies, intermediate education units, Head Start programs, and private agencies in Florida, Georgia, Missouri, New York, and Pennsylvania. Agencies that serve ethnic and/or linguistic minorities, and/or economically disadvantaged children will be targeted.
APPROACH: The project provides training in the model components. Outreach services include awareness activities, pre-outreach training survey, orientation conference, on-site demonstration of model components, training workshops, follow-up visits, materials dissemination, and the RP Hotline. Training workshops will be one to three days in length, and will combine lecture, discussion, and active participation.
PRACTICES: The direct service model addresses skills necessary to function in integrated educational environments (Interactive Teaching Process), team-based programming (Transdisciplinary Team Approach), effective involvement of families (Parent Involvement Model), and interagency coordination (A Guide for Creating Community Awareness and Developing Interagency Cooperation). Although designed primarily for use with moderately handicapped children (language-impaired, mildly mentally retarded, emotionally handicapped, neurologically impaired, etc.), the model can be adapted for programs serving physically or multiply handicapped children.

Technology-Learning-Collaboration (TLC)

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Kathy Gradel	Phone: (716) 633-4440
Fiscal Agency: UCPA of Western New York (Buffalo, NY)	Grant No.: H024C80022

PURPOSE: To improve the quality of intervention with infants and toddlers.
TARGET: Teachers, therapists, and aides from established programs serving young children, birth to age 3 years, with disabilities, and their families.
APPROACH: The project provides intensive hands-on training and follow-up technical assistance in use of the service model to interdisciplinary teams from 30 infant programs in New York and Pennsylvania. Two sequential training sessions at the project site will be planned for each trainee team. The first introduces the model and provide instruction in technology applications and intervention procedures. The second refines skills, aids trainees in generalizing the model in their home agency, and prepares staff to conduct demonstration activities with other professionals. Training is structured around project-developed modules addressing logistical arrangements, support materials and media, informational content, and reference materials.
PRACTICES: The Technology-based Environmental Impact Model is based on environmental adaptations and applications of technology that help infants and toddlers who have motoric delays, physical disabilities, and/or multiple handicaps to control their world. Staff generate a profile of the child's movement competence and physical management needs, behavior repertoire, and natural or contrived motivators, and determine long-term intervention goals.
OUTCOMES: The project will sponsor six conferences on technology applications with young children. Training modules will be disseminated.

Charlotte Circle Outreach

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Mary Lynne Calhoun	Phone: (704) 547-2531
Fiscal Agency: Department of Teaching Specialties, University of North Carolina (Charlotte, NC)	Grant No. H024C80013

PURPOSE: To provide technical assistance and training to early intervention programs offering services to infants and young children with severe/profound handicaps.
TARGET: Staff and administrators of new and existing early intervention programs serving infants and toddlers, birth through age 2 years, with severe/profound handicaps such as mental retardation and sensorimotor disabilities.
APPROACH: The project will provide on-site training and technical assistance regarding curricula, instruction, administration, evaluation, and technology. Training will focus on delivery of the social reciprocity curriculum and development of replication sites. Topics may include classroom routines, curriculum, space, licensing, equipment, staffing patterns, health and hygiene, and integrating therapy into the classroom.
PRACTICES: The model promotes child development and enhances parent-child relationships by stimulating the child's social responsiveness, reducing the frequency of stressful behaviors, and promoting acquisition of developmental skills. Classroom activities include the use of lights and music to cue activities, massage, music therapy, individual work on social reciprocity objectives, integrated language and motor therapy, and therapeutic feeding programs. Home visits provide instruction and support in areas of need identified by parents.
OUTCOMES: The project will conduct internships, seminars, and workshops at the project's demonstration site; provide training in the project's curriculum guide at national and regional conferences; and serve as a resource for early intervention agencies and parent groups.

Family Enablement Project

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Carl Dunst	Phone: (704) 433-2878
Fiscal Agency: Western Carolina Center Foundation (Morganton, NC)	Grant No.: H024C80023

PURPOSE: To promote and enhance the ability of early intervention practitioners to identify and meet the needs of infants and toddlers with handicaps and their families.
TARGET: Early intervention practitioners who serve infants and toddlers with handicaps, and who are being asked to work with families but lack extensive training in family systems assessment and intervention procedures.
APPROACH: The project provides technical assistance, consultation, and training in implementation of family-centered assessment and intervention services. Replication training sites are identified through state lead agencies for Part H. Six states will receive replication training each year, which will include on-site training, follow-up technical assistance and consultation, project-based training, and regular contact with all trainees. Trainees will have opportunities to observe model implementation.
PRACTICES: The family-level assessment and intervention model evolved from seven model demonstration projects at the Family, Infant and Preschool Program. Each of these projects uses a social systems model of functioning as a conceptual framework, and stresses empowerment of families, identifying and building on family strengths, strengthening family support networks, and building family-professional collaboration.
OUTCOMES: Presentations of findings will be made at state, regional, and national conferences. Workshops and replication training efforts will be conducted nationwide. Training materials, audiovisual aids, and other materials relating to model components will be publicized.

The Family Network

Outreach Project--National/Multistate	Funding Period: 1989-92
Directors: Philippa Campbell, Leah Holden, & Cindy Oser	Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center, Family Child Learning Center (Akron, OH)	Grant No.: H024D90024

PURPOSE: To address the needs of families of young children with disabilities by replicating two validated education and information programs--Family First and Building Family Strengths.
TARGET: Parents of children with disabilities throughout Ohio.
APPROACH: The project will establish a statewide regional network of parent education and support programs for families of infants and young children with disabilities. Parent consultants employed in each of Ohio's six perinatal regions will recruit and train parents to provide education and parent-to-parent support in local communities. Parent trainers will work under the coordination of parent consultants and will be responsible for education and support in their regions. Services include one-to-one parent support, small group discussion, large group sessions, and workshops.
PRACTICES: Building Family Strengths is designed to increase family confidence in decision-making. The model has eight training modules which address program philosophy, dealing with emotions, effective communication skills, decision-making, understanding the individualized family service plan (IFSP), participating in the IFSP process, transition, and coordination of services. Family First is a training model for parents and professionals that is designed to empower parents.
OUTCOMES: The project will develop a set of videotapes that can be used by families for self-instruction.

Data-Based Classroom Model Outreach

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Joyce Peters	Phone: (503) 838-8812
Fiscal Agency: Teaching Research Division, Oregon State System of Higher Education (Monmouth, OR)	Grant No.: H024C80031

PURPOSE: To provide inservice training in the Teaching Research Data-Based Classroom model to educators and families.
TARGET: Early childhood educators serving young children and their families in local education agencies; private preschool programs incorporating children with disabilities; and administrators of educational agencies.
APPROACH: Training includes a five-day session at the Teaching Research Child Development Center's integrated preschool classroom, with small group seminars and structured practicum experiences. Trainees' performances will be monitored and feedback provided. Follow-up visits will be made after training to measure implementation of model components and to provide technical assistance. Advanced training will be provided to replication sites to serve as satellite centers for training others. Selected sites will be further developed to provide specialized training to paraprofessional personnel in rural areas.
PRACTICES: The model serves handicapped children, age 2 1/2 to 6 years, in a completely integrated setting. Model components include a student assessment approach, a data collection system, individual and group instructional formats suited to integrated settings, a task-analyzed curriculum, volunteer recruitment and training strategies, and family involvement.
OUTCOMES: Training for replication of the model will be available to early childhood education personnel at the Monmouth site or a satellite site.

EPS Outreach Training Project

Outreach Project--National/Multistate	Funding Period: 1988-91
Director: Diane Bricker	Phone: (503) 346-3568
Fiscal Agency: Center on Human Development, University of Oregon (Eugene, OR)	Grant No.: H024C80001

PURPOSE: To improve the quality of early intervention services for young children in a variety of settings.
TARGET: Early childhood interventionists working in home- or center-based settings with children, birth to age 6, who have or are at risk for handicaps.
APPROACH: The project will conduct a needs assessment survey for each site. Training will be individually tailored around three areas: 1) linking assessment, intervention, and evaluation; 2) activity-based intervention; and 3) family-focused intervention. Training opportunities will include an two-day inservice training workshop, offering a variety of formats to enhance mastery (e.g., large group presentation, small group participation, directed videotaped assessment practice) and a two-day, on-site follow-up visit to provide technical assistance on implementation of the linked system. Selected participants will receive detailed training notebooks with informational outlines and transparencies for training other staff members.
PRACTICES: The model features a linked system of assessment, intervention, and evaluation based on the Evaluation and Programming Systems (EPS), a criterion-referenced assessment instrument. The system provides for developmental assessment, individual program planning, monitoring, and evaluation, augmented by parent and computer components. Intervention is family-focused and takes an ecological approach to strategies for embedding intervention goals and objectives into daily caregiving and play routines and classroom activities.

LEAP Outreach

Outreach Project--National/Multistate | Funding Period: 1988-91
Director: Phil Strain | Phone: (412) 359-1600
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA) | Grant No.: H024C00001

PURPOSE: To develop a network of replication sites for the LEAP model within the Commonwealth of Pennsylvania.
TARGET: Teachers and staff of preschool programs in public schools, Head Start, university-based programs, and other agencies.
APPROACH: Model components include replication site selection, needs assessment, orientation, training, ongoing support, and evaluation. Participants observe the LEAP model classroom, view videotapes of training activities with families, and complete directed observation assignments during orientation. Training will consist of discussion and demonstration of skill areas, *in vivo* practice, evaluation of trainee competency, training of on-site supervisor to support replication staff, and follow-up training/maintenance checks on a 3-month basis. Training addresses classroom organization and management, individualized activity-based instruction, integration, use of volunteers, evaluation, supervision, and parent training.
PRACTICES: Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) is designed to meet the educational needs of normally developing children and those with autism, age 2 to 5 years, within an integrated classroom. Components include referral and screening, classroom instruction, parent involvement and skill training, and planning for future educational placement. Parent training is designed to teach more effective skills for working with their children in school, home, and community environments. LEAP offers consultative services to parents from physicians, child development specialists, and mental health personnel.

Cognitive Education for Young Handicapped Children: National Outreach through Regional Centers

Outreach Project--National/Multistate | Funding Period: 1990-93
Directors: H. Carl Haywood & Penelope Brooks | Telephone: (615) 322-8380
Fiscal Agency: Vanderbilt University (Nashville, TN) | Grant No.: H024D00008

PURPOSE: To develop a multi-state program that will assist regional centers in delivering cognitive early education for children with handicaps.
TARGET: Children, age 3 to 6 years, with handicaps, and their families; and educators, including teachers, administrators, psychologists, and specialized therapists.
APPROACH: The project offers a time-limited, phased-reduction program to assist six existing regional centers in delivery of cognitive early education to preschool children with handicaps. Outreach through the regional centers will consist of both direct outreach services (teacher training, consultation, teaching materials) to individual programs, and indirect services to six regional centers. Services to regional centers include advanced training, provision of teacher training guides and materials, consultation, and evaluation. The regional centers will serve local implementation sites by providing awareness workshops, basic-level teacher training, mutual implementation support, classroom consultation and monitoring, in-region communication, liaison with state and local educational agencies, and assistance in program evaluation.
PRACTICES: The direct cognitive curriculum provides appropriate training to enable children with handicaps to join mainstream education process.
OUTCOME: The outreach structure will increase strength in regional centers and local programs. These centers are in the best position to teach the curriculum because of their knowledge of state laws and certification requirements.

Multi-Agency Project for Preschoolers (MAPPS) Outreach

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Thomas C. Clark	Telephone: (801) 752-4601
Fiscal Agency: Center for Persons with Disabilities (Logan, UT)	Grant No.: H024D00014

PURPOSE: To provide training and technical assistance to agencies to assist them in developing new services and improving existing services for young children with special needs.
TARGET: Developmentally delayed or at-risk infants and toddlers; and their service providers.
APPROACH: The project will negotiate technical assistance agreements with three rural states (Utah, Idaho, and Wyoming) to determine their training and technical assistance needs and priorities. Training workshops will be conducted for staff and families at 12 sites, with follow-up technical assistance to ensure that all intervention programs are running smoothly, and evaluations of project effectiveness will be conducted at each site.
PRACTICES: The MAPPS model is a comprehensive home- and/or center-based method that utilizes a team-based approach, with a flexible curriculum that allows the child to progress at his/her own rate and materials consistent with the child's immediate environment and culture. Components include administration, direct services, and monitoring and support. The model has been implemented in a variety of settings, including Head Start programs, regular day care and preschool, and rural programs.
OUTCOMES: MAPPS awareness presentations are made to other states through the National Diffusion Network. Program results and product information will be disseminated nationally. The project has developed a slide-sound presentation to facilitate training. An implementation and training guide describing use of materials in various teaching situations will be produced.

Project INSITE Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Thomas C. Clark	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H024D90022

PURPOSE: To provide outreach services to prospective and ongoing adoption agencies delivering home-based early intervention services.
TARGET: State, local, and other agencies that provide services to multihandicapped, sensory-impaired infants, toddlers, and preschool-age children, birth to age 5 years, and their families.
APPROACH: The project has six components: 1) dissemination and awareness activities; 2) identification and selection of replication sites, including needs assessment; 3) training in implementation of INSITE curriculum and procedures; 4) technical assistance; 5) evaluation of model impact and development of materials; and 6) assisting states in implementation of P.L. 99-457. Parent Advisor Basic Training consists of two on-site workshops, to train local providers to incorporate the model and curriculum in existing programs. Continuation Training provides replication sites with consultation, workshops, site visits, and information services. Training for INSITE Trainers offers intensive instruction for local or national certification.
PRACTICES: Project INSITE is a home-based, parent-centered early childhood model for deaf-blind and multihandicapped, sensory-impaired children, birth to age 5 years. The model provides for early identification, assessment of family needs, child assessment, intervention, and family services through weekly home visits by a Parent Advisor. Parents are involved in planning, implementation, and evaluation of services. Interdisciplinary coordination is emphasized in all phases of programming and in transition to center-based settings. The curriculum addresses communication, hearing, vision, motor development and cognition.

SKI*HI Outreach

Outreach Project--National/Multistate	Funding Period: 1989-92
Director: Thomas C. Clark	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H024D90004

PURPOSE: To provide outreach services to agencies delivering direct and support services to families of hearing-impaired children, birth to age 5 years, through a home-based service model.
TARGET: Agencies serving young children with hearing impairments and their families.
APPROACH: Following awareness and adoption activities, the project provides training, a set of start-up materials, and on-site consultation. Parent Advisor Training, emphasizing the direct service component, consists of two on-site work-shops with follow-up. Continuation Training, addressing administrative and support service components, is provided through on-site topical workshops. Trainers' Training workshops offer certification at the local or national level. Assistance is offered in monitoring, record-keeping, evaluation, and product development.
PRACTICES: SKI*HI is a home-based model for hearing-impaired children, birth to age 5 years, and their families. Components are Administrative Services (identification, child and family assessment, program management, transition); Direct Services to Families (parent readiness assessment, emotional support, skills training); and Supportive Services (medical, clinical, developmental, logistical, and psychological follow-up and support). Parent Advisors make weekly home visits to provide instruction and support to families, and help coor-dinate services with other professionals. The home intervention curriculum addresses hearing and speech; language; cognition; social-emotional and self-help skills; communication; and motor skills.
OUTCOMES: The project will work with replicating agencies nationwide to develop ways of sharing expertise, resources, and understanding to strengthen and maintain effective programs.

Statewide Replication of a Model for Early Childhood Special Education Program Development in Rural Settings

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Wayne Fox	Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)	Grant No.: H024D00018

PURPOSE: To enable local school districts to establish new or improve existing early childhood special education (ECSE) programs by providing a process to incorporate "best practices" into their service delivery model.
TARGET: Children, age 3 to 6 years, with special needs, and their families; educational personnel; and community agency service providers in 24 rural Vermont counties.
APPROACH: On-site technical assistance will be offered to each site to prepare planning team members to complete model components through training on collaborative teaming, goal-setting, and group problem-solving. Five or six day-long training sessions will be conducted in each of four regions, with follow-up on-site technical assistance. Statewide training will be offered to develop or improve program components (e.g., child find, least restrictive environment, transition planning, family-centered services) through implementation of exemplary practices.
PRACTICES: Components of the model include 1) formation of a planning team representing families, schools, and agency and private providers; 2) self-assessment of current ECSE practices; 3) a discrepancy analysis comparing current and "best practices;" 4) identification of available and needed resources, and barriers; 5) development of a long-range plan for improving services; 6) development and implementation of short-range action plans; and 7) evaluation.
OUTCOMES: The project will develop materials describing the program development model, including an ECSE program assessment instrument and "best practices" guidelines.

CDR Outreach: A National Model Replication Project

Outreach Project--National/Multistate — Funding Period: 1988-91
Director: Corinne Garland — Phone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA) — Grant No.: H024C80012

PURPOSE: To provide training and technical assistance to early intervention programs to replicate or adapt the CDR Early Intervention Team Model.
TARGET: Community-based early intervention programs throughout the country.
APPROACH: An integral component of outreach services is coordination of project activities with state lead agencies for Part H to ensure that training is consistent with developing state plans and policies for early intervention services. Training is based on proven practices for family-centered services, in keeping with the provisions of P.L. 99-457. The CDR Outreach process is one of careful site selection, matching project services to the needs and resources of programs, individualizing training, and assisting programs in adapting the model to be functional within communities.
PRACTICES: The CDR Early Intervention Team Model is designed to provide families with the information, support, and skills needed to enhance their child's development. Model components include child find, program development, team process for interaction among team members, and clinical consultation. The model provides a methodology for team assessment, individualized family service plans, and case management.

Project Trans/Team Outreach

Outreach Project--National/Multistate — Funding Period: 1989-92
Director: Corinne Garland — Telephone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA) — Grant No.: H024D90030

PURPOSE: To disseminate and replicate a model of transdisciplinary inservice training.
TARGET: Early intervention teams in public and private agencies in states including Texas, Maryland, and Virginia that provide early intervention services for young children with special needs and their families.
APPROACH: Training is designed to give teams of families and staff the information and skills needed to work in a family-centered transdisciplinary approach. Assistance is offered in three phases: 1) training in both information and skill development, 2) technical assistance in developing plans for program change, and 3) inservice training to support change.
PRACTICES: Trans/Team Outreach provides early intervention teams with an inservice training model that supports a family-centered, transdisciplinary approach to early intervention service delivery. The model is based on principles of organizational change and on adult learning principles. The inservice training package has five modules: Transdisciplinary Model of Service Delivery, Individualized Family Service Plan, Case Management and P.L. 99-457, Bringing a Family Focus to Early Intervention, and Building Successful Early Intervention Teams.
OUTCOMES: The project will refine the inservice curriculum and develop additional materials to assist replication sites in solving inservice training problems related to staff turnover.

NICU Transition Project

Outreach Project--National/Multistate	Funding Period: 1989-92
Directors: Forrest C. Bennett & Rodd Hedlund	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H024D90011

PURPOSE: To replicate the Transactional Family Systems Model Project (TFSM) in hospital neonatal intensive care units (NICUs) and community developmental centers.
TARGET: Personnel in hospital NICUs, community developmental centers, school districts, and public health agencies in Alaska, Idaho, Montana, and Washington.
APPROACH: The project has two components: 1) assisting hospital NICUs and community service providers in collaboration on the development and implementation of a comprehensive transition plan for multiply handicapped/medically fragile infants and their families; and 2) assisting community developmental centers in developing and implementing an array of services for these children. The goal is to establish a comprehensive, hospital-based transition plan for a continuum of uninterrupted services for family and infant. Training addresses development of the Home Transition Plan, developing and managing the Individualized Family Service Plan, case management, assessment techniques, and evaluation of child and family progress.
PRACTICES: The model offers an intervention/transition approach focusing on family interactions across time. Services emphasize facilitating positive parent-infant interactions and encouraging interactions that foster the child's developmental growth. The transition process begins 3 to 4 weeks prior to NICU discharge to allow time for parent training in medical and caregiving procedures. Weekly home visits are scheduled so that both parents can participate. The model provides a transagency approach to case management and coordination of services.

Portage Multi-State Outreach Project

Outreach Project--National/Multistate	Funding Period: 1990-93
Director: Julia Herwig	Telephone: (608) 742-8811
Fiscal Agency: Cooperative Educational Service Agency #5 (Portage, WI)	Grant No.: H024D00031

PURPOSE: To assist state and local agencies in providing services for children with disabilities and their families across a variety of settings and program options.
TARGET: Early childhood teachers, therapists, coordinators, and service providers; and children, birth to age 6 years, who have disabilities or at risk for developmental delays, and their families, especially from typically underserved groups such as migrant and Native American.
APPROACH: The project will work with state educational agencies in ten states to determine training needs and select agencies to participate in training activities. Training will be based on needs assessments and will apply adult learning techniques. Sessions will incorporate discussion, demonstration, practice, and feedback. A variety of follow-up and support strategies will be offered, including on-site visits, additional training, video exchange, telephone consultations, and monitoring program lesson plans. Program review will take place 9 to 12 months after initial training to assess the extent to which objectives have been achieved.
PRACTICES: The Portage Project is a family-focused, individualized early intervention system designed to work in partnership with parents to mediate instructional programs that meet the developmental, functional, and education needs of their young children with disabilities and that support family functioning. The model provides comprehensive services to children and families in a variety of least restrictive environments.
OUTCOMES: A family-focused assessment and curriculum planning tool will be developed. Project data and materials will be disseminated.

Interdisciplinary-Interagency Training and Technical Assistance

Outreach Project--State	Funding Period: 1988-91
Director: Judy Howard	Phone: (213) 825-4622
Fiscal Agency: Department of Pediatrics, University of California (Los Angeles, CA)	Grant No.: H024E80008

PURPOSE: To provide outreach services to chemically dependent infants and their families.
TARGET: Level I: public health nurses, child protection services workers, substance abuse counselors, early childhood educators. Level II: community-based health care, social service, and education professionals; administrators; policymakers; graduate students in education, medicine, nursing, social work, psychology, and law. Level III: state agency personnel.
APPROACH: Training focuses on the medical, developmental and psychosocial characteristics of infants prenatally exposed to drugs; family needs; intervention strategies; interdisciplinary/-interagency collaboration in care planning and management; and evaluating child and family progress. Level I training offers a two-day workshop and consultations tailored to local concerns and service delivery characteristics. Level II training promotes professional and community awareness through workshops, conferences, seminars, observation of the model program, and audiovisual materials. Level III training emphasizes data collection and consultation to assist state agencies in developing a coordinated plan of service delivery.
PRACTICES: The model takes an ecological approach to the needs of infants prenatally exposed to drugs, the dynamics of the family, the needs of substance-abusing parents, and the roles of community agencies and service systems. The model promotes a stable and responsive environment for infants and continuity of health care, and addresses training to parents, foster parents, and extended families about fetal and infant development and health needs.

Project CHAMP

Outreach Project--State	Funding Period: 1988-91
Director: Cindy Bernheimer	Phone: (213) 206-3981
Fiscal Agency: UCLA School of Medicine (Los Angeles, CA)	Grant No.: H024E80040

PURPOSE: To promote an understanding of the psychosocial needs of chronically ill children and their families; to demonstrate an interdisciplinary approach to services and the development of an Individualized Family Service Plan; and to work with local and state agencies to develop effective service delivery systems.
TARGET: Professionals from a variety of agencies who deliver health, education, or social support services to chronically ill young children and their families, or who are engaged in program or policy development.
OUTREACH SERVICES: Outreach activities include full-day workshops, professional conferences, pediatric grand rounds, ward rounds, small group consultations, conferences with state agencies, mini-workshops, and intensive student placement. Training features collaboration among medical specialties and other nonmedical service providers. The project also focuses on collaboration with state and local agencies with the expectation of participating in policy evolution.
OUTCOMES: The project has developed a comprehensive, multidisciplinary, family-centered approach that utilizes existing community programs to prepare the chronically ill child for normal settings. Children served have normal cognitive and affective potential.

KEEPSAFE Project Outreach Services

Outreach Project--State	Funding Period: 1988-91
Director: Ruth S. Kempe	Phone: (303) 321-3963
Fiscal Agency: Kempe National Center, University of Colorado (Denver, CO)	Grant No.: H024E80030

PURPOSE: To offer a variety of agencies training and technical assistance materials necessary to provide effective services to abused young children and their families.
TARGET: Preschool, day care, and elementary school personnel; social service case workers and foster parents; abused children with a combination of emotional disturbance and developmental delays; and abusive families.
APPROACH: KEEPSAFE offers training and technical assistance to professionals serving abused and neglected children and their families and to community agency personnel. The project's curriculum offers four levels of training, from awareness training got program development with ongoing consultation, and addresses such issues as treatment strategies, child abuse and the law, prevention, children in foster care, establishing a psychologically safe classroom environment, dynamics of the dysfunctional family, and interagency coordination. Training is adaptable to the individual needs and levels of expertise. Other services include consultation, referral, networking, and product development.
PRACTICES: The project offers a bridge between psychotherapeutic and cognitive-oriented educational services. The Kempe Therapeutic Preschool serves children, age 3 to 6 years, who require a day treatment setting to manage behaviors and developmental delays resulting from abuse. Services include comprehensive child and family evaluation; classroom programming; group, individual, and family treatment; and interagency staffing and coordination.

Developmentally Appropriate Environments for 0-5 Handicapped Children

Outreach Project--State	Funding Period: 1988-91
Director: Lois Rho	Phone: (203) 272-3577
Fiscal Agency: Stephen August Early Intervention Center (Cheshire, CT)	Grant No.: H024E80007

PURPOSE: To increase the degree to which Connecticut's handicapped preschoolers are educated in developmentally appropriate environments.
TARGET: Professionals in a variety of settings (such as special education, mental health, day care, and Head Start) who work with children, birth to age 5 years, who have moderate to severe handicaps or are environmentally at risk for developmental delays or school problems.
OUTREACH SERVICES: Planning of developmentally appropriate environments requires knowledge of the physical and functional aspects of environments, equipment characteristics, and the principles of selection and arrangement of learning materials to foster developmentally appropriate play. Project activities focus on these issues through weekly guided observations; workshops individualized to particular groups of service providers, ages and handicapping conditions of children served, and program conditions; and week-long training sessions on planning developmentally appropriate environments, with on-site follow-up.
PRACTICES: The model is a transdisciplinary, noncategorical program offering diagnostic and programmatic services to young children with handicaps. Program options depend on the child's age and ability to sustain purposeful play, and on parents' needs. The program is center-based, but contains options for home-based services. Professionals working with young handicapped children learn through the model how aspects of the physical environment, equipment, and learning materials can be used to foster development by engaging children in play.

PREP (Parsons Regional Early Education Program/Outreach)

Outreach Project--State
Director: Lee McLean
Fiscal Agency: Bureau of Child Research, University of Kansas (Parsons, KS)
Funding Period: 1988-91
Phone: (316) 421-6550 X 1754
Grant No.: H024E80004

PURPOSE: To disseminate and replicate the PREP early intervention program model.
TARGET: Statewide early intervention programs.
APPROACH: The project is conducting a follow-up on a statewide early childhood needs survey in conjunction with the state Department of Education, Department of Health and Environment, and the Kansas Coordinating Council for Early Childhood Developmental Services to identify needs for staff training and program development and to determine which needs can be met through PREP outreach activities. The project will provide linkage to appropriate resources or programs to meet other needs. Staff training in model replication will be provided through on-site workshops with follow-up consultations and newsletters. The project is collecting data to evaluate the impact of outreach services on participating children, parents, and staff, and ultimately on the quality of early intervention services throughout the state. The PREP service program currently is operated by a regional education agency and serves handicapped children, birth to age 5 years, in a rural community in southeastern Kansas.
OUTCOMES: Components include a) a multidimensional curriculum, including a Generic Skills Inventory and Curriculum Guide and a Specific Skills Inventory and Curriculum Guide; b) a Home Carryover package; c) Joint Action Routines, an interactive treatment procedure that can be used in center- and home-based programming; and d) a Range of Services Delivery model, designed to meet service demands in a rural area with limited resources.

Project Dakota Outreach

Outreach Project--State
Director: Linda Kjerland
Fiscal Agency: Dakota, Inc. (Eagan, MN)
Funding Period: 1988-91
Phone: (612) 455-2335
Grant No.: H024E80043

PURPOSE: To support local community and state-level initiatives which yield a family-centered, community-based focus for policy, practices, and program evaluation.
TARGET: Local early intervention program staff and parents; interagency committees; and state-level policy makers, staff, and task forces.
APPROACH: The project is seeking to establish and refine family-centered, community-based early intervention policy and practices. Four types of activities are planned: 1) year-long training and technical assistance (including on-site consultations, demonstration of collaborative assessments and home/community visits, facilitated team meetings, and presentations) to target programs to assist them in development of mission statement, goals, operating principles, practices, and program evaluation; 2) consultations and presentations to parents, professionals, interagency groups, and local, regional, and state groups; 3) product development and dissemination, including a birth-to-three program development manual and video; and 4) assistance to state agencies on development of guidelines, standards, and quality indicators.
PRACTICES: The model employs a family-centered and community-based approach to early intervention that is responsive to the concerns, priorities, and preferences of the family. Interventions are collaboratively planned and incorporate family, staff and community resources to facilitate the child's functioning in typical settings such as family day care, playgrounds, and nursery school. The program monitors parent satisfaction with services and evaluates staff responsiveness to and collaboration with families.

Preschool Integration Through Technology Systems (PITTS)

Outreach Project--State
Director: Susan Mistrett
Fiscal Agency: UCPA of Western New York (Buffalo, NY)

Funding Period: 1988-91
Phone: (716) 633-4444
Grant No.: H024E80010

PURPOSE: To develop, implement, and evaluate a trainer of trainers model to disseminate and replicate the Special Friends and Computers model.
TARGET: Educators, therapists, professional trainers, school administrators, and parents interested in providing mainstreamed preschool experiences for physically disabled or language-impaired young children.
APPROACH: Training includes a three-day intensive workshop with hands-on computer activities and follow-up activities, such as on-site visits, telephone consultations, networking through teleconferencing, discussion groups, newsletter, and conferences. Participants acquire competencies in three areas: 1) social and school survival skills; 2) use of technology to maximize the capabilities of children with physical disabilities or severe speech-language impairments; and 3) teaching parents to be more effective advocates concerning mainstreaming and technology. The project will develop a training kit to facilitate model replication.
PRACTICES: The model has six elements: a) a social interaction curriculum and strategies, including use of computers and related technologies; b) integrated site selection; c) staff preparation; d) computer introduction; e) parent support; and f) procedures for transition to public schools. The computer is used as a prosthetic tool to equalize play skills between disabled and nondisabled preschoolers. Computer hardware is modified to meet the needs of children with physical disabilities. Children with motor or language impairments are paired with nondisabled peers for computer activities designed to encourage social skill development.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project--State
Director: Carl Dunst
Fiscal Agency: Western Carolina Center Foundation
(Morganton, NC)

Funding Period: 1988-91
Phone: (704) 433-2865
Grant No.: H024E80012

PURPOSE: To improve existing services, establish needed services, and ensure that programs use newly researched effective strategies to meet these needs.
TARGET: Teachers, administrators, and other staff from classroom-based programs providing services to at-risk and handicapped children, birth to age 5 years, and their families.
APPROACH: Outreach services include training, technical assistance (TA), consultations, and workshops. The project offers intensive on-site training and follow-up to staff of existing programs to improve services to handicapped infants and preschoolers, implement the model and develop resource/replication sites. Inservice training incorporates the use of criterion-referenced checklists and other environmental assessment tools. Group training opportunities are available through regional workshops, university programs, and an annual training institute.
PRACTICES: The SUNRISE classroom-based model offers integrated and individualized approaches that emphasize functionality, child engagement, and family empowerment. Project components fall into six categories: 1) Program Organization (management, supervision, staff training); 2) Environmental Organization (environmental arrangements, scheduling, transitions, activity planning); 3) Instructional Organization (IEP, IFSP, assessment and intervention planning); 4) Methods of Instruction (incidental teaching, response-contingent techniques, behavior management); 5) Program Evaluation; and 6) Philosophical Considerations (parent empowerment and participation, integration).

Project CAPABLE (Communities Assisting Parents to be ABLE)

Outreach Project--State
Director: Marilyn Espe-Sherwindt
Fiscal Agency: University Affiliated Cincinnati Center for Developmental Disorders (Cincinnati, OH)

Funding Period: 1988-91
Phone: (513) 559-4321
Grant No.: H024E80020

PURPOSE: 1) To replicate a model for intervention with parents with special needs/mental retardation through training and technical assistance to agencies and communities; and 2) to develop a statewide network of resource teams who will use the model in their home settings, promote collaboration, and provide support for one another.

TARGET: Professionals, agencies, and communities serving parents with special needs/mental retardation and their young children (birth to age 3 years).

APPROACH: The training model for professionals focuses on examining attitudes, expectations, and appropriate intervention and evaluation techniques for working effectively with parents who are mentally retarded. The project provides awareness and skills training, ongoing technical assistance, and information regarding existing resources. Other activities include development of videotapes, manuals, and other materials to address unmet training needs.

PRACTICES: The service model provides comprehensive early intervention services for children, birth to age 3 years, who are at risk for developmental delay and who have parents with special needs/mental retardation. The model emphasizes building partnerships with the families, identifying realistic expectations, promoting competence and independence, and collaboration and service coordination.

Tennessee Outreach Training (TOT) Project

Outreach Project--State
Director: Steven Warren
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)

Funding Period: 1988-91
Phone: (615) 322-8277
Grant No.: H024E80021

PURPOSE: To disseminate and assist in implementation and replication of a "best practices" model to improve the quality of early intervention and related services throughout Tennessee.

TARGET: Community agencies and local education agencies serving Programs which provide center- and/or home-based services to children up to age 5 years who have varying kinds and degrees of handicaps.

APPROACH: Outreach services are tailored to individual programs to allow for different levels of involvement, and include conference presentations, telephone consultations, program self-evaluation, on-site technical assistance, site visits, and inservice training. Programs wishing to establish a "Reciprocal Technical Assistance and Training Network" in their geographic locale will receive project assistance through initial scheduling, workshops, program site exchanges, and information dissemination.

PRACTICES: The model has six components: 1) curriculum programming approach, targeting skills that enhance the child's ability to interact with the environment, and encouraging generalization and maintenance of skills; 2) organization of the learning environment, including arrangement of space, selection of materials, organization of training, and monitoring of child progress; 3) social interaction skill training; 4) optimal use of related support services, including coordination and case management; 5) family involvement in planning and delivery of services; and 6) transition services. A project-developed self-evaluation tool is used to determine priority needs and concerns. Each component is supported by competency-based training modules.

Integrated Outreach for Utah Project

Outreach Project--State	Funding Period: 1988-91
Director: Sarah Rule	Phone: (801) 750-1987
Fiscal Agency: Center for Persons with Disabilities, Utah State University (Logan, UT)	Grant No.: H024E80038

PURPOSE: To establish early intervention services using proven models of service delivery in least restrictive environments, and establish a statewide early intervention training system.
TARGET: Children with handicaps, age 3 to 5 years and their families; service providers from a variety of disciplines; and local agency personnel who are selected to be trained as trainers.
APPROACH: Training will follow a cyclical service approach, beginning with a two-stage phase of planning and negotiation with local districts and development of individual training plans. Multidisciplinary teams from targeted districts will attend workshops and receive follow-up training and monitoring throughout the school year. The project also will train local district trainers and assist other districts in applying for training funds.
PRACTICES: Curricula and training materials that comprise the service model were developed by four model programs: Social Integration Project, Multi-Agency Project for Preschoolers (MAPPS), Functional Mainstreaming for Success, and Preschool Transition Project. All four use interdisciplinary teams to deliver services to preschoolers with handicaps in the least restrictive environment, but differ as to approach (e.g., reverse mainstreaming vs. integration into existing community-based services vs. use of peer tutors) as well as type of disability addressed. The continuum of curricula and training procedures of the four models combined will allow local districts to select those which best meet local needs and resources.

TEEM Outreach (Transition into the Elementary Education Mainstream throughout Rural Vermont)

Outreach Project--State	Funding Period: 1988-91
Director: Wayne Fox	Phone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, The University Affiliated Program of Vermont (Burlington, VT)	Grant No.: H024E80018

PURPOSE: To disseminate and replicate Project TEEM throughout the state of Vermont.
TARGET: Families, early childhood regular and special education program staff, elementary regular and special educators and administrators, related service providers, Head Start personnel, and other community-based service providers (e.g., child care providers).
APPROACH: TEEM Outreach has established a statewide dissemination, training, and technical assistance system which includes six interdependent components: an advisory council; a network of demonstration and training sites; intensive inservice training institutes; regional technical assistance; a dissemination process; and an evaluation system. Model sites have been established in six regions in Vermont to allow for the provision of individualized training in model replication and ongoing technical assistance. Week-long intensive, inservice training institutes have been held with school districts throughout Vermont.
PRACTICES: The TEEM model offers school systems a process for establishing systematic transition procedures which promote successful transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. The project has developed a manual which provides information on five best practices in transition planning and offers guidance for establishing a systematic transition process.

CDR Outreach: A Capital Project

Outreach Project--State	Funding Period: 1988-91
Director: Corinne Garland	Phone: (804) 565-0303
Fiscal Agency: Williamsburg Area Child Development Resources, Inc. (Lightfoot, VA)	Grant No.: H024E80025

PURPOSE: To coordinate with the Office of Early Childhood Education and other District of Columbia agencies responsible for early intervention to improve the quality of early intervention services; to provide training and technical assistance to community-based early intervention programs in the DC area, leading to replication of the CDR model and its components; and to identify programs in the DC area to serve as models.
TARGET: Community-based early intervention programs in the District of Columbia.
APPROACH: A five-step procedural framework governs project activities: awareness and site selection; needs assessment; planning; training; and evaluation. Training is individually tailored, and may include observation of the model site, training/internships at the model site, and training at the replication site. Where appropriate, group training opportunities will be offered.
PRACTICES: The CDR Early Intervention Team Model enhances the skills and coping resources of families with infants and toddlers who are developmentally delayed or handicapped, in order to maximize the child's development. The model has four replicable components: 1) a comprehensive interagency child find system which involves health professionals in early referral and case management, provides community awareness, and develops interagency referral and collaborative service agreements; 2) a system of program development; 3) team process for assessment, IFSP development, and case management; and 4) clinical consultation, integrating specialized health and medical information into individualized programming.

Hampton University Mainstreaming Outreach Services (HUMOS)

Outreach Project--State	Funding Period: 1988-91
Director: Marie Shelton	Phone: (804) 727-5533
Fiscal Agency: Hampton University (Hampton, VA)	Grant No.: H024E80034

PURPOSE: To assist schools, community agencies, and other organizations in developing programs to integrate handicapped children, birth to age 8 years, from diverse cultural backgrounds into regular classrooms and community programs.
TARGET: Local school districts, Head Start programs, social service and community agencies, day care centers, and pediatricians.
APPROACH: Major components of the project include child find, preparation for and implementation of mainstreaming, individualized parent involvement, and agency working agreements. Training and information services are provided through workshops, conference presentations, on-site and telephone consultations, model tours, college classes, and resource materials. Training can be tailored to meet individual program or agency needs. The Hampton University Mainstreaming model integrates children, age 23 months to 6 years, who have significant developmental delays into nursery, preschool, and kindergarten classes with nonhandicapped peers. Individualized and culturally appropriate educational objectives are incorporated into daily classroom routines. The mainstreaming resource teacher serves as a model in the classroom and helps facilitate transition. Parents participate according to individual needs and interests.
OUTCOMES: Products include training and awareness materials dealing with mainstreaming, cultural diversity, transition, collaboration, and social interaction assessment.

Kansas Early Childhood Research Institute

Research Institute	Funding Period: 1988-93
Principal Investigators: Mabel Rice & Marion O'Brien	Telephone: (913) 864-4801
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H024U80001

PURPOSE: To study the impact of transitions from one service setting to another on children, birth to age 8 years, who have or are at risk for handicaps, and their families; to identify the emotional/psychological as well as medical and educational needs and concerns of children, families, and service providers during transition; to determine what factors account for successful transitions; to design and evaluate interventions to ease transitions; and to disseminate materials that will help in planning and implementing transitions.
ACTIVITIES: The Institute comprises 11 projects and an overarching longitudinal study, with a cross-disciplinary emphasis. The projects will examine transitions from hospital to home, between home and various agencies during infancy, and from home and agency to preschool, kindergarten, and elementary school (including transitions between classrooms) from the perspectives of the child, the family , and the service provider. The longitudinal study will create an archival data base and identify variables (from demographics, child, family, and service measures) that predict successful transitions. Children studied show a wide range of disabilities and risk conditions, from language impairment to severe multiple handicaps. Graduate student trainees will participate in multidisciplinary research and intervention activities. Planned products include training manuals, videotapes, and curricula.

National Collaborative Research Institute for Early Childhood Intervention

Research Institute	Funding Period: 1989-94
Principal Investigators: Heidelise Als & Linda Gilkerson	Telephone: (617) 735-8249
Fiscal Agency: The Children's Hospital Corporation (Boston, MA)	Grant No.: H024S90003-90

PURPOSE: To investigate the impact and effectiveness of an individualized, behaviorally based developmental care and intervention approach beginning in the neonatal intensive care unit (NICU) for very low birthweight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.
ACTIVITIES: The Institute will examine the components, feasibility, and efficacy of family-focused developmental support and intervention in ensuring optimal long-term outcomes for infant and family. Service delivery is based on the Neonatal Individualized Developmental Care and Assessment Program (NIDCAP). The Institute's program of study provides for the study of a continuum of support and intervention for infants and families during hospitalization and at discharge and integration into the community, and linking of services in the NICU with services after discharge, to ensure coordinated, individualized transition between hospital, home, and community care. Intervention is family-focused and preventive, and is geared to infants at biological risk before clinical signs of developmental delay or other problems are in evidence. The organizational structures necessary for the successful implementation of family-focused developmentally based preventive care will be studied. The Institute will provide comprehensive, regionally based training centers for graduate students and practicing professionals. Project staff include parents and professionals from the disciplines of developmental and clinical psychology, neonatalogy, nursing, early and special education, social work, neurology, neuropsychology, rehabilitation medicine, and pediatrics.

Carolina Institute for Research on Infant Personnel Preparation (CIRIPP)

Research Institute	Funding Period: 1987-92
Principal Investigator: Donald Bailey	Telephone: (919) 966-2932
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Grant No.: G0087C3064-90

PURPOSE: To examine the personnel implications of P.L. 99-457, develop training materials and curricula for work with infants and families, and study the process by which professionals receive preservice and inservice education.

ACTIVITIES: The Institute focuses on the unique issues associated with preparing professionals from multiple disciplines to work with infants and toddlers with handicaps, and their families. A primary theme of the Institute is preparation of professionals to work with families. Training materials and strategies for achieving this goal have been developed and are currently being field-tested in both inservice and preservice studies. Other major activities include 1) developing case studies and the case method of instruction for training; 2) field-testing two sections (lecture and discussion method vs. case method); and 3) a collaborative project with the American Occupational Therapy Association to study the effectiveness of follow-up to training. The Institute also is developing training modules in the areas of family-focused care, case management, and infant assessment and intervention.

Research Institute on Preschool Mainstreaming

Research Institute	Funding Period: 1989-94
Principal Investigators: Phillip Strain & Michael Guralnick	Telephone: (412) 359-1600
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)	Grant No.: H024K90002

PURPOSE: To address the challenges and barriers to preschool integrated service delivery, including: 1) policy voids and disincentives to integration, especially at state and local levels; 2) lack of information on key issues, such as parental expectations and longitudinal effects of integration; 3) lack of clear guidelines for adapting existing early childhood curricula to meet the needs of children with handicaps; and 4) lack of awareness on the part of regular educators, special educators, and policy makers regarding the developmental importance and the feasibility of preschool integration.

ACTIVITIES: The Institute, a collaborative effort of the University of Pittsburgh, the University of Washington, and the University of Kentucky, will create an organizational structure to address issues of curriculum modification and validation; peer friendship and parental concerns; longitudinal outcomes for all integration participants, including self-management to improve mainstream success; and policy analysis and development . These goals will be accomplished with the cooperation of a variety of organizations, including the Council for Exceptional Children, the National Association of State Directors of Special Education (NASDSE), and Head Start. Training will be provided for up to 15 graduate students per year. Planned products and dissemination activities include specialized intervention manuals, a *Curriculum Activities Adaptations Manual*, an *Administrator's Manual on Preschool Integration*, a *Manual on Peer Relations and Friendship*, conference presentations, "how-to" workshops, journal articles, book chapters, and radio, television, and newspaper features.

Early Intervention Research Institute

Research Institute
Principal Investigators: Glendon Casto & Richard Roberts
Fiscal Agency: Center for Persons with Disabilities,
Utah State University (Logan, UT)

Funding Period: 1985-90
Telephone: (801) 750-1172
Grant No.: HS90010001

PURPOSE: To examine the costs and immediate and long-term effects of early intervention; to develop and pilot-test a data collection/evaluation system, which can be used on a nationwide basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of the intervention; and to demonstrate the feasibility of field-based research which utilizes randomized designs, impartial data collection, economic evaluation, and verification of treatment implementation.

ACTIVITIES: The Institute is conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been assigned randomly to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided. Children with a wide range of handicapping conditions (e.g., medically fragile, visually impaired, severely handicapped) have been included in the studies. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning, including videotapes as well as more standard measures.

ECLIPSE (Effective Child Language Intervention in PreSchool Environments)

Research on Early Childhood Program Features — Funding Period: 1990-93
Principal Investigators: Judith Carta & Ilene Schwartz — Telephone: (913) 321-3143
Fiscal Agency: University of Kansas (Kansas City, KS) — Grant No.: H024V00008

PURPOSE: To analyze and validate effective components for promoting acquisition and generalization of language for preschool children with disabilities.
TARGET: Children, age 3 through 5 years, with mild to severe delays, who are enrolled in existing preschool programs in the metropolitan Kansas City area.
APPROACH: The project will conduct four interrelated studies. Study 1, a descriptive study of current language intervention practice, will examine which language features are most likely to co-occur in language program components and describe ecobehavioral contexts that support those features. Study 2, a process-product study, will examine the relationship between identified components and student outcomes as indexed by various child language, social, and developmental measures. Study 3, a series of single-subject studies, will compare the effectiveness of components identified as most effective, most frequently occurring, and most acceptable. Study 4 will employ an experimental-control group design to determine whether components shown to be most effective continue to maintain their edge when implemented via a consultant-based model.
OUTCOME: The project will provide information on the comparative effectiveness of language program components; the contextual variables that support implementation of language program components; on comparative cost-effectiveness of language program components; on the acceptability of various features of language components; and on replicability of findings.

Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning of Infants with or at Risk for Significantly Delayed Development

Research on Early Childhood Program Features — Funding Period: 1990-93
Principal Investigator: Philippa Cambell — Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center (Akron, OH) — Grant No.: H024V00003

PURPOSE: To compare the relative effectiveness of two motor program components which are used in early intervention programs to influence posture and movement skills.
TARGET: Infants, birth to age 18 months, with or at risk for developmental delays.
APPROACH: The project will conduct a series of studies comparing two motor program components--Neurodevelopmental Treatment (NDT) and developmental programming--within two types of early intervention program approaches (team-directed and parent-directed). Study subjects initially will be grouped on the basis of risk (established or biological), and data subsequently will be regrouped for analysis and further testing on the basis of categories of posture and movement dysfunction. Studies will 1) compare immediate and longer term effects of the components on periodic infant developmental-functional-physical and family measures; 2) compare immediate and longer term effects of the components when delivered within different types of early intervention programs; 3) examine the influences of posture and movement category on immediate infant developmental-functional-physical and family measures; 4) examine the influences of specific intervention techniques on immediate outcome for infants within each posture and movement category grouping; and 5) examine the influences of clinical judgment and decision-making factors on immediate infant outcome measures.
OUTCOMES: A series of procedural guideline manuals will be developed and disseminated.

Effective Intervention Procedures for Teaching Social Skills to Handicapped Preschoolers: Individual and Comparative Analysis

Research on Early Childhood Program Features	Funding Period: 1987-91
Principal Investigator: Phil Strain	Telephone: (412) 359-1600
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: G008730526

PURPOSE: To refine and compare the effects of specific social skill interventions on young children with disabilities.
TARGET: Subjects of the study will be children, age 3 to 5 years, who have developmental delays.
APPROACH: Interventions selected for study include manipulating and selecting toys, materials, and instructional antecedents; training peer intervention agents; and arranging group-oriented contingencies. During Year Four, two studies will be conducted: a) a follow-up of students who participated in the Year Three study who are now in kindergarten; and b) an assessment of strategies for facilitating generalization from teaching to freeplay settings. All instruction is being conducted by classroom assistants in public school classrooms to examine the intervention procedures under as natural conditions as possible. Validation and dissemination activities also will be conducted.
OUTCOMES: The combined and separate effects of refined interventions will be assessed by comparative outcome studies focusing on effectiveness, social validity, efficiency, cost, and generality across subjects and settings.

Early Education Research

Research on Early Childhood Program Features	Funding Period: 1987-91
Principal Investigator: Ann Kaiser	Telephone: (615) 322-8186
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)	Grant No.: G008730528

PURPOSE: To investigate the relative effectiveness of milieu, didactic, and responsive-interactive language teaching when implemented in small group individualized instruction, across-the-day language teaching, and parent-implemented formats.
TARGET: Subjects include 110 children, age 2 to 7 years, with mild to sever handicapping conditions; 12 teachers, and 36 parents.
APPROACH: The project addresses three objectives: a) a comparison of didactic, interactive, and milieu teaching to determine empirically the most effective methods for teaching language skills in small groups and in across-the-day language facilitation; b) an analysis of the effects of following the child's lead on the efficiency of vocabulary teaching; and c) a comparison of the immediate and longitudinal effects of parent-implemented milieu and responsive-interactive teaching on the language skills of young children with language delays.
OUTCOMES: The following outcomes are indicated by project results. 1) In the small-group instructional format, milieu was superior to didactic for children just beginning to talk; children who initiated verbal communication frequently benefitted more from didactic teaching. 2) In an across-the-day format, milieu was superior for children just beginning to talk; responsive-interactive was superior for children with a language age of 3 years. 3) Milieu teaching tended to be more efficient when the teacher followed the child's lead.

Social Interaction Training Programs for Young Children with Handicaps: Analysis of Program Features

Research on Early Childhood Program Features
Principal Investigators: Samuel Odom & Scott McConnell
Fiscal Agency: Peabody College, Vanderbilt University
(Nashville, TN)

Funding Period: 1987-91
Telephone: (615) 322-2249
Grant No.: G008730527

PURPOSE: To design and test early childhood program features that promote social interaction development and skills for young children with handicaps.
TARGET: Preschool children with disabilities.
APPROACH: Investigators will describe existing practices in the field; develop new instruments and procedures for a performance-based assessment of social competence; design three socially valid program features for promoting development of social interaction skills; determine the effects of implementing different combinations of program features with different types of children; analyze the costs of intervention; and examine the effects of the next environment on maintenance and generalization of gains made by children. Activities include three single-subject design studies to compare the most powerful combination of treatment components of environmental arrangement, peer-group, and child-specific interventions. The project will conduct an evaluation of the inservice education model for implementing Social Interaction Program Features with a group of 24 preschool special education teachers.
OUTCOMES: Outcomes from this project will include publications describing a performance-based approach to social competence, an ecobehavioral analysis of peer social interaction, single subject design analyses of three intervention programs, a treatment comparison study, a study examining maintenance of treatment outcomes, and an edited text on social competence.

Language Instruction Component Evaluation

Research on Early Childhood Program Features
Principal Investigators: Joseph Jenkins & Kevin Cole
Fiscal Agency: Experimental Education Unit,
University of Washington (Seattle, WA)

Funding Period: 1990-93
Telephone: (206) 543-4011
Grant No.: H024V00002

PURPOSE: To evaluate the relative effectiveness of language instruction components and procedures used in early childhood special education.
TARGET: Children, age 3 to 6 years, with language delays.
APPROACH: The project will examine the effects of language stimulation from the primary sources available to preschool children: teachers, language intervention specialists, peers, computer instruction, and parents. Research will be conducted across five strands. Strand 1 examines the relative effectiveness of directed language instruction, interactive language instruction, and a combination of the two. Strand 2 examines the relative effectiveness of language intervention for children with equally delayed cognitive and language skills, and children with language development below their cognitive development. Strand 3 tests the hypothesis that peer groups can facilitate children's language development. This strand has two stages: 1) examining the effects of such factors as group composition, play activities, and goal structures on the production and complexity of language during play; and 2) comparing these findings with an experimental peer language curriculum. Strand 4 evaluates the appropriateness and relative effectiveness of commercial software programs designed to facilitate language development. Strand 5 examines home-school collaboration, testing the relative effects on children's language development of training parents on general language facilitation techniques, versus training parents to read picture books in a manner that facilitates language development.
OUTCOME: All components and procedures under evaluation can be incorporated into virtually any preschool or day care program.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center
Principal Investigator: Pascal Trohanis
Fiscal Agency: Frank Porter Graham Child Development Center,
University of North Carolina (Chapel Hill, NC)

Funding Period: 1987-91
Telephone: (919) 962-2001
Contract No.: 300-87-0163

PURPOSE: To assist states and other designated governing jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years, and their families; and to provide technical assistance to projects in the Early Education Program for Children with Disabilities (EEPCD), formerly known as the Handicapped Children's Early Education Program (HCEEP).

ACTIVITIES: NEC*TAS has three goals: 1) to assist states in developing policies and practices to expand and improve comprehensive services for young children with disabilities and their families; 2) to help EEPCD projects in developing models for direct services to young children, for inservice training, for research in early childhood special education, and for outreach to local programs and services that help communities implement P.L. 99-457 and P.L. 101-476; and 3) to facilitate the national exchange of timely information about policies and practices, among state agency personnel and national resource groups and organizations. Technical assistance is provided through on-site visits, group meetings, resource referral, consultations, telecommunication linkages, print products, and national conferences. NEC*TAS draws on the expertise of multidisciplinary professionals and parents in providing nationwide technical assistance. The NEC*TAS system consists of the coordinating office and five collaborating organizations: Georgetown University Child Development Center, the National Association of State Directors of Special Education (NASDSE), the National Center for Clinical Infant Programs (NCCIP), the National Parent Network on Disabilities, and University of Hawaii Department of Special Education. NEC*TAS has an advisory board, as well as an external evaluator, the RMC Corporation.

Software Authoring Systems to Enhance Cognitive and Linguistic Development of Infants and Young Children with Handicaps

Compensatory Technology Applications Grant	Funding Period: 1990-91
Principal Investigator: Richard Brinker	Telephone: (312) 413-1563
Fiscal Agency: University of Illinois (Chicago, IL)	Grant No.: H180P00015

PURPOSE: To test, refine, and disseminate a previously developed and laboratory-tested software system, Contingency Intervention (CI); and to design, implement, and evaluate a complementary authoring software system, SensoriMotor Intervention for Language Enablement (SMILE).

METHOD: The Contingency Intervention system will be tested at six early intervention programs in Chicago. [For more information about contingency intervention, see p. 105B for a discussion of the EEPCD project, Investigation of Direct and Indirect Effects of Contingency Intervention upon Handicapped Infants and Their Mothers.] For SMILE, the prototype authoring systems will be enriched in breadth-first, rather than depth-first, fashion to ensure that each prototype is sufficient to create sample learning tasks. APPLE's Hyper-Card system has been chosen for the development environment. SMILE is intended to provide early intervention practitioners with a means to develop learning tasks for children with disabilities that bridges between causal awareness (as facilitated by CI) and adaptive/augmentative communication devices. Anticipated products will be two software systems designed for use by early intervention practitioners.

Making Administrative Decisions about Technology by Examining Promising Instructional Practices

DID Research Contract	Funding Period: 1990-92
Principal Investigator: Louise Appell	Telephone: (301) 588-5484
Fiscal Agency: MACRO Systems, Inc. (Silver Spring, MD)	Grant No.: HS90009001

PURPOSE: To identify and analyze promising instructional practices using technology with infants, toddlers, children, and youth with disabilities.

METHOD: The conceptual approach to the problem will be based on a model being developed by the contractor for the Office of Special Education Programs, U.S. Department of Education. The model is designed to integrate technology into the instruction of students with disabilities. A panel of experts will provide consultation to the project. Important consideration will be given to factors of human and material resources needed to implement any promising practice. Anticipated products include a videotape, audiotape, and book. A videoconference also is planned.

Enhancing Communication Skills of Young Children with Severe Disabilities through Partner Programming

Field-Initiated Research Grant	Funding Period: 1990-95
Principal Investigator: Jeanne Wilcox	Telephone: (602) 965-9396
Fiscal Agency: Department of Speech and Hearing Science, University of Arizona (Tucson, AZ)	Grant No.: H023C00126

PURPOSE: To examine the immediate and longer-term effects of early communication and language intervention procedures that are provided to interactive partners of young children with severe or multiple disabilities.
METHOD: The project will address such issues as the use and effectiveness of the procedures for children with varying baseline communication abilities; the use and effectiveness of the procedures across multiple integrated preschool educational programs; and generalization and longer-term gains and/or maintenance of the interactive behaviors of partners who receive training. Anticipated products of the project include a series of manuals, journal articles, and professional training workshops. These products will facilitate the translation of project findings into practice.

Project Interact: Social Skills Intervention to Promote Social Integration of Hearing-Impaired Children

Field-Initiated Research Grant	Funding Period: 1988-91
Principal Investigator: Shirin Antia	Telephone: (602) 621-3214
Fiscal Agency: College of Education, University of Arizona (Tucson, AZ)	Grant No.: H023C80087

PURPOSE: To examine the effectiveness of a social skills intervention program on the positive peer interaction of hearing and hearing-impaired children, age 3 to 6 years, in integrated educational settings.
METHOD: The project will conduct an intervention program to increase positive peer interaction between hearing and hearing-impaired children; to examine generalization of interaction gains to a free play setting; to examine long-term maintenance of peer interaction gains; and to examine the impact of language development on hearing-impaired children. Social interaction during free play sessions will be videotaped, and data on positive and negative linguistic and nonlinguistic peer interaction will be recorded and analyzed. The project will develop a training manual and videotape.

Project SAFE (Safe Activities for Future Environments)

Field-Initiated Research Grant	Funding Period: 1989-92
Principal Investigators: David Gast	Telephone: (404) 542-5069
Fiscal Agency: University of Georgia (Athens, GA)	Grant No.: H023C00124

PURPOSE: To develop a program for teaching safety skills to students with moderate to severe handicaps within the context of an activity training model in which exemplars are selected through a general case approach.

METHOD: Subjects will be students with moderate to severe mental retardation who are being served in integrated public schools. The project will conduct six studies (two each year) that teach students to identify potentially dangerous social encounters and respond appropriately; and six studies (two each year) that teach students to identify potentially dangerous situations and respond to emergencies while performing functional, chronologically age-appropriate activities. Students' families will assist in identifying dangerous situations that are of concern to them and in evaluating the outcome. To minimize the potential for harm during teaching, errorless learning procedures (e.g., time delay) and simulations will be used. Generalization of skills will be assessed regularly, and these results will be used to determine the effectiveness of the instruction. The project will develop two manuals for families and professionals on teaching students to respond safely to dangerous situations or emergencies; and an instructional modules for preservice and inservice trainers on ways to structure instruction of safety skill acquisitions and generalization.

Evaluation of the Impact Upon Families and Handicapped Infants of a Program of Incentives to Encourage Utilization of Early Intervention Services by Inner City Minority

Field-Initiated Research Grant	Funding Period: 1988-91
Principal Investigator: Richard Brinker	Telephone: (312) 413-1563
Fiscal Agency: University of Illinois (Chicago, IL)	Grant No.: H023C80031

PURPOSE: To evaluate the extent to which a system of incentives which provides concrete support to low-income families with handicapped infants can increase family participation in early intervention services, by identifying individual stresses and needs of families which create barriers to their utilization of services.

METHOD: The experimental condition, which derives from a strategic family therapy model, will offer incentives to parents. Incentives counseling includes long-term goals of housing, furniture, employment, and adult continuing education. Through community resource sharing and agency networking, families are assisted in achieving these objectives. Weekly incentives may include--but are not limited to--food, transportation to program, respite, and motivational counseling. Over time, incentives will be faded to determine whether early intervention becomes motivating in its own right. The incentives programs will be compared against a control condition where incentives are not involved. Measures provided by mothers and infants will be administered, and analysis of co-variance will be conducted.

A Longitudinal Study of Social Interaction in Young Handicapped Children

Field-Initiated Research Grant	Funding Period: 1988-91
Principal Investigators: Joan Lieber & Paula Beckman	Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H023C80090

PURPOSE: To conduct a longitudinal study of the social development of young children with handicaps across multiple social contexts; and to develop an instrument that can be used to assess the social development of young children with handicaps within a number of different social environments.
METHOD: Sixty mildly to moderately handicapped children in two cohorts will be observed at four data points, with three different partners at each data point, to determine the influence of context on social skill development. Videotaped observations will be described, coded, and analyzed using both multivariate analyses of variance and cross-lagged correlations to determine the nature of the interactions between children with handicaps and their partners, the social messages communicated, changes in social behaviors over time, and other aspects of interpersonal relationships. The project will develop and validate a social skills assessment measure, to be accompanied by a teacher's manual.

Open Enrollment and Students with Handicaps: Issues, Implementation, and Policy

Field-Initiated Research Grant	Funding Period: 1990-95
Principal Investigator: James Ysseldyke	Telephone: (612) 624-4014
Fiscal Agency: University of Minnesota (Minneapolis, MN)	Grant No.: H023C80004

PURPOSE: To conduct a five-year naturalistic investigation in Minnesota on the effects of open enrollment, in order to understand the benefits and problems that result from its implementation.
METHOD: In order to develop a set of guidelines, the project has designed thirteen studies to explore the issues and to arrive at implications for policy, research, and practice. These studies use eight primary methodologies to address specific research questions. These methodologies are tracking, school district surveys, school interviews, parent/student surveys, parent interviews, observations, checklist completion, and school record reviews. Anticipated outcomes include a knowledge and data base, technical reports, and specific usable documents for policy makers.

(Non)Verbal Behavior of Young Stutterers and Their Mothers

Field-Initiated Research Grant	Funding Period: 1988-91
Principal Investigator: Edward Conture	Telephone: (315) 443-9648
Fiscal Agency: Division of Special Education and Rehabilitation, Syracuse University (Syracuse, NY)	Grant No.: H023C80008

PURPOSE: To obtain objective information regarding the verbal and nonverbal behaviors of mothers and their young children, age 2 to 7 years, who stutter, during incidences of stuttering.
METHOD: Structured conversations between children who stutter and their mothers will be videotaped and analyzed to determine the number and nature of verbal and nonverbal behaviors of mother and child. These findings will be compared with similar observations of a control group of normally fluent children and their mothers. The project expects to develop presentations, articles, and a 20-minute training film depicting the results and examples of typical mother-child nonverbal behavior during stuttering.

Treatment in Early Intervention: A Controlled Longitudinal Comparison of Treatment Models

Field-Initiated Research Grant	Funding Period: 1990-95
Principal Investigator: Donald Bailey	Telephone: (919) 966-4250
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Grant No.: H023C80008

PURPOSE: To study the relative merits of integrated treatment and isolated treatment.
METHOD: Children with developmental disabilities at a university-based mainstreamed child care facility will be randomly assigned to one of the treatment conditions. Subjects will be followed for one to four years. Additional sites will be used to test the replicability of the design in the second, third, and fourth years. The anticipated outcome is that teachers, administrators, and policy makers will have empirical evidence to guide them in the most effective model for delivering occupational therapy, physical therapy, speech and language therapy, and special education.

Programmatic Research on Social Interaction Maintenance and Generalization with Severely Handicapped Preschoolers

Field-Initiated Research Grant	Funding Period: 1987-91
Principal Investigator: Phillip Strain	Telephone: (412) 359-1600
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)	Grant No.: H023C00123

PURPOSE: To evaluate the impact of numerous intervention procedures on the acquisition, generalization, and maintenance of handicapped children's social interaction skills.
METHOD: The study will identify social behaviors that will improve the social acceptance of young children with handicaps in integrated preschool settings, and will examine the effects of a modified peer-mediated strategy where a class of children with and without handicaps receive training for a wide range of social skills and strategies. The project also will identify and evaluate the impact of play activities preferred by young children with handicaps, and will evaluate the effects of a group contingency on the acquisition, generalization, and effects of social interactions. Finally, the study will evaluate a comprehensive intervention package. Products will include observational protocols for assessing handicapped preschoolers' social interactions with their peers and for assessing socially competent children's supportive interactions with handicapped and nonhandicapped classmates. Other products will be a list of social behaviors, a strategy for identifying child-preferred toys and activities, and a group-oriented contingency procedure for promoting social skill acquisition and maintenance. A field-tested intervention package comprising all of the aforementioned products will be available.

Project LEARN (Learning Efficiently: Acquisition of Related Non-Target Behaviors)

Field-Initiated Research Grant	Funding Period: 1989-94
Principal Investigator: Mark Wolery	Telephone: (412) 359-3596
Fiscal Agency: Allegheny-Singer Research Institute (Pittsburgh, PA)	Grant No.: H023C90120

PURPOSE: To evaluate acquisition and generalization of non-target behaviors presented during attentional/orientational cues prior to presenting a learning trial, and those presented during feedback after correct and incorrect responses.
METHOD: Subjects are students with mild and moderate handicaps in public school classrooms or community-based settings. Research will employ single subject designs, specifically the multiple probe design and the parallel treatments design. The behaviors taught will come from the objectives identified on the students' Individualized Educational Programs. Four studies will focus on attending cues/responses (e.g., When students are learning to read sight words and are asked to name the letters in the word prior to reading it to demonstrate that they are attending, will they learn to spell the word without specific spelling instructions?). Four studies will focus on feedback for responding (e.g., When students are learning to name objects, will information presented in the feedback statement allow them to classify these objects by their function or some other relevant variable?). These two manipulations will be compared in four studies during Year 3. The project will develop two manuals and an instructional module that describe how to use (a) antecedent events to facilitate acquisition of related, non-target behaviors, and (b) consequent events to facilitate acquisition of elated, non-target behaviors.

Teaching Spontaneous Language to Preschoolers with Severe Handicaps

Field-Initiated Research Grant	Funding Period: 1990-93
Principal Investigator: Louise Kaczmarek	Telephone: (412) 624-0921
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H023C00053

PURPOSE: To examine strategies for the establishment of spontaneous language as a function of listener preparatory behaviors and other contextual variables.
METHOD: The project will conduct a descriptive study and four experimental studies. The descriptive study will examine the spontaneous language behaviors of severely handicapped children who are independently mobile vs. those who are not in their classroom environments. The experimental focus on various aspects of listener preparatory behaviors. An assessment tool and a training manual for practitioners will be developed. The project is expected to expand the existing data base on the nature of contextual variables and listener preparatory behavior in spontaneous language/communication, and the effects of milieu training methods for facilitating spontaneous communication.

Investigation of Family-Focused Early Intervention Services

Field-Initiated Research Grant	Funding Period: 1990-93
Principal Investigator: Gerald Mahoney	Telephone: (803) 323-2104
Fiscal Agency: Winthrop College (Rock Hill, SC)	Grant No.: H023C00071

PURPOSE: To investigate two issues that are central to the family-focused agenda of P.L. 99-457: the factors that contribute to family-focused orientation of service programs, and the impact of family-focused services on parents and children.
METHOD: The project will conduct two studies. The first will address on identifying factors that contribute to the family-focused orientation of existing intervention programs for children, birth to age 3 years, with handicaps. This study will focus on how the pattern and intensity of family service activities provided in early intervention vary as a function of the characteristics of local intervention programs and the families that are served. The second study will determine the impact that family-focused services have on parents and their children. A sample of 100 children representing at least 30 different intervention programs will be followed through the course of 12 months of intervention. Data obtained will be an important resource in helping programs identify factors that either mitigate or accentuate the family service components of their programs.

Research on the Effect of Home Intervention for Families of Handicapped Children

Field-Initiated Research Grant	Funding Period: 1989-92
Principal Investigator: Thomas Clark	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H023C90117

PURPOSE: To provide research data on the effects of home-based intervention for hearing-impaired children and their families.
METHOD: The project has three research objectives: 1) to investigate the effects of various aspects of treatment, including amount, direction, and intensity, on the development of infants and young children with hearing impairments; 2) to investigate the relationship of specific identification procedures to age at which hearing loss is identified, time interval between suspicion of loss and confirmation, and time interval between confirmation of loss and educational placement; and 3) to describe the demographic features (e.g., deaf parent, rural vs. urban setting, existence of other handicaps) of hearing-impaired young children receiving home intervention and study the relationship of these features to child language achievement. Subjects will be drawn from 400 hearing-impaired infants and young children who are included in the SKI-HI database network.

A Longitudinal Follow-Up of Graduates from Two Preschool Instructional Models

Field-Initiated Research Grant	Funding Period: 1988-93
Principal Investigator: Joseph Jenkins	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H023C80024

PURPOSE: To determine whether the initial differential effects of two preschool instructional models are maintained beyond preschool; whether these differences tend to increase or decrease; and which developmental areas are differentially affected.
METHOD: The project is a 5-year prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4-year efficacy-of-intervention study comparing two preschool instruction models: a) an academically based direct instruction model, and b) a cognitively based mediated learning model. Subjects will be administered standardized achievement tests and scales. Scores on these measures will be analyzed using repeated measures analysis of variance, multiple regression analysis, and chi square analysis. The study will contribute to the knowledge base regarding program effectiveness over time; interaction of program model with child characteristics; specific transition points in the long-range educational progress of students with handicaps; number of years of preschool that are necessary; and special vs. regular education placement.

Carolina Policy Studies Program

Policy Research Institute	Funding Period: 1987-92
Principal Investigator: James Gallagher	Telephone: (919) 962-7374
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina (Chapel Hill, NC)	Grant No.: G0087C3605

PURPOSE: To examine the process of policy development and implementation of P.L. 99-457 through descriptive and explanatory research studies; and to document successful implementation of specific areas of the legislation.

METHOD: The institute uses a multi-method approach to study the progress of implementation in individual states and factors within particular states that inhibit or enhance that effort. Activities include studies of definition and eligibility requirements adopted by states; ethical issues; staffing patterns and attrition in infant/toddler programs; interagency coordination; state policies for carrying out the Individualized Family Service Plan requirement; procedural safe-guards and case management; sources of financial support and mechanisms for fiscal utilization; and coordination between private health services and the public human services system. The institute is conducting case studies on implementation in states, and is sponsoring a series of working conferences on definition, finance, and personnel. States are charted on a developmental implementation scale with multiple elements, so as to provide a measure of states' progress in implementing this law over time. The institute trains graduate students from a variety of disciplines in the research techniques of policy analysis and provides opportunities for these students to participate in and conduct research.

An Analysis of Social Studies Curriculum and Instruction for Mainstreamed and Mainstreamed Education Students

Research on General Education, Social Studies,
and Language Arts Curricula — Funding Period: 1990-93
Principal Investigator: Rita Bean — Telephone: (412) 648-1774
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA) — Grant No.: H023D00003

PURPOSE: To analyze the general education curricula in social studies for kindergarten through 8th grade in order to gain a clearer understanding of the scope, sequence, and presentation of content that produce effective learning in mainstreamed students.
METHOD: Implementation of the program will include identification, collection, and analysis of commonly used mainstream social studies curricula, and analysis of a variety of teachers' beliefs and practices concerning social studies instruction in a number of K-8 classrooms. The project will identify characteristics of students with learning disabilities that facilitate or impede their successful integration into mainstream social studies classes at the elementary and middle school levels and their successful mastery of the social studies content presented in these classes. The project will develop and field-test a set of guidelines/prototype units of instruction for social studies content. The final set of guidelines/prototype units related to regular education social studies in grades K-8 will be disseminated to textbook publishers, school district textbook adoption committees, and teachers.

Improving K-8 Language Arts Curricula to Benefit Handicapped Students

Research on General Education, Social Studies,
and Language Arts Curricula — Funding Period: 1990-93
Principal Investigator: Marcy Stein — Telephone: (206) 285-9317
Fiscal Agency: Washington Research Institute (Seattle, WA) — Grant No.: H023D00002

PURPOSE: To design effective and efficient means of adapting general education language arts curricula to meet the needs of mainstreamed, mildly handicapped students, kindergarten through the 8th grade.
METHOD: Activities will be designed in three major areas: Curriculum Analysis and Modification, Research, and Dissemination. The project will assess state-of-the-art curricular approaches to language arts and will develop guidelines for analyzing and modifying curricula. The usefulness and technical rigor of these guidelines will be tested with the three major user groups: teachers, adoption committees, and publishers. Anticipated products include the curriculum guidelines; reviews of major language art approaches; applications of instructional design in language arts; research on the characteristics and needs of handicapped learners in language arts; findings on the usefulness of the guidelines; a format for an inservice workshop for teaching training; and findings on cross-curricular applications derived from the four cooperative agreements expected to be funded on general education research.

Validation of a Classroom Survival Skills Intervention Package: Measuring Short- and Long-Term Effects on Young Children with Handicaps

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Judith Carta — Telephone: (913) 321-3143
Fiscal Agency: University of Kansas (Kansas City, KS) — Grant No.: H024J80003

PURPOSE: To validate the short- and long-term effectiveness of an intervention package designed to improve school survival skills for children in transition from special preschool to public school settings.

METHOD: The intervention package targets three skill areas that are considered critical for successful functioning in general education classrooms: ability to participate in group activities, ability to make the transition between activities, and ability to work independently on assigned tasks. Subjects include two randomly selected cohorts (72 children each) covering a range of handicapping conditions, mild to moderate. Cohort 1 follows preschool children from age 4 years; Cohort 2 follows kindergarten children from age 5 years. The project will conduct seven studies using complementary designs: a) multiple baseline single-subject designs to explore the combined effects of the intervention package; b) experimental control group design to examine the generalization and maintenance of survival skills in subsequent years and placements; and c) process-product design to examine the relationships between strength and quality of intervention, changes in classroom ecology, teacher behavior, student behavior, and student outcome measures.

Project FULFILL (Framework for Uniting Learners by Facilitating Instruction in Language and Literacy)

School Practices Grant — Funding Period: 1988-91
Principal Investigator: Judith Zorfass — Telephone: (617) 969-7100
Fiscal Agency: Education Development Center (Newton, MA) — Grant No.: H024J80007

PURPOSE: To develop, test, and disseminate an instructional approach to building and improving the language/literacy skills, self esteem, and social integration of students with handicaps in primary grade classes, to help these students maintain their placement in the general education classroom.

METHOD: Subjects for the study include approximately 450 children in grades 1-3 across three schools, and 18 general education teachers. The project will investigate changes over time using a cohort-sequential design to examine teachers' acceptance and use of the instructional intervention strategies, students' perceptions, and the efficacy of the instructional intervention strategies. Students' language/literacy skills and processes, self esteem, and social integration will be measured repeatedly across time. FULFILL provides an instructional approach for students with language disorders in the general education classroom, which helps teachers assess students' strengths and weaknesses in language/literacy functioning.

Preteaching Strategy Research Proposal

School Practices Grant
Principal Investigator: Thomas Stephens
Fiscal Agency: Ohio State University Research Foundation
(Columbus, OH)
Funding Period: 1988-91
Telephone: (614) 447-0844
Grant No.: H024J80016

PURPOSE: To test the effects of a set of preteaching strategies on the achievement of young mildly handicapped and at-risk students in the general education classroom.
METHOD: Approximately 300 mildly handicapped and 400 at-risk students, kindergarten through grade 3, at four public schools will participate in a cross-sequential study. The intervention consists of a) teacher planning in identifying critical lesson concepts and procedures; b) development of questioning strategies and illustrations to assess students' prior knowledge; c) integration of student understanding of critical concepts within the context of the lesson; and d) assessment of student understanding of key concepts and procedures prior to lesson implementation. The efficacy of the intervention will be measured in terms of student achievement on standardized measures, curriculum-based assessment, and social integration. Time allocation measures will examine the effects of the intervention on time allocated to regular class instruction, as compared to additional support services. A four (schools) by three (grade levels) repeated measured functional design will be used to analyze the effects of the preteaching strategy on student achievement across handicapping conditions and grade levels. The goal is to provide instructional strategies that can be adapted across grade levels and content areas.

Peer-Mediated Approaches for Instructing and Maintaining Students with Handicaps in General Education Classrooms

School Practices Grant
Principal Investigator: Phil Strain
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)
Funding Period: 1988-91
Telephone: (412) 624-2012
Grant No.: H024J80017

PURPOSE: To validate a set of peer-mediated interventions to improve the academic, social, and school survival skills of handicapped students in general education classrooms, kindergarten through grade 3.
METHOD: Approximately 100 students will be randomly selected from the 375 mainstreamed children with handicaps in the Pittsburgh public schools. This sample will be stratified to obtain 50 children each in kindergarten and grade 1. Half of the children at each grade level will receive peer-mediated treatment in addition to their designated services. Repeated assessments of children with handicaps and their peer agents will be made, including observations of academic, social, and school survival skills; observations of teachers' instructional interactions with children; observations of peer agents' implementation of interventions; weekly pre/post test scores on academic content areas; IEP progress reports; frequency of disciplinary actions; current level of mainstreaming; and teacher, parent, and child satisfaction measures.

Hypertext CAI: Maintaining Handicapped Students in a Regular Classroom Reading Program

School Practices Grant	Funding Period: 1988-91
Principal Investigator: Thomas Lovitt	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H024J80015

PURPOSE: To develop and test microcomputer software to improve reading skills among handicapped students in the general education classroom, kindergarten through grade 3.

METHOD: The project is designed to investigate the effect of integrating computer-assisted reading instruction with the primary basal reading text on the acquisition of reading skills among handicapped students in the general education classroom. Approximately 350 students will use software that will provide Hypertext reading selections designed as supplementary material for a basal reader series. The effects of Hypertext will be investigated with increasing levels of sophistication for grade level materials K-5 over three years. The goal of the computer-based reading intervention is to provide students with a reading environment that offers additional information about words and concepts, along with strategies for decoding unfamiliar words and for improving comprehension, within their own familiar basal reading text, rather than in lessons isolated from the text.

Development of an Interactive Videodisc Program for Use by Preschool Children to Explore Early Math and Science Concepts

Small Business Innovative Research Grant	Funding Period: 1990-91
Principal Investigator: Louise Appell	Telephone: (301) 588-5484
Fiscal Agency: MACRO Systems, Inc. (Silver Spring, MD)	Grant No.: RS90087007

PURPOSE: To produce a high quality interactive videodisc which meets the needs of preschool children with mild cognitive impairments and developmental delays.
METHOD: The project will update, expand, and finalize the design document developed in Phase I of the project for an interactive videodisc to teach fundamental math and science concepts to developmentally delayed preschoolers. The prototype interactive videodisc will be developed and formative evaluation of the prototype will be conducted. The videodisc will be modified as appropriate. The tested videodisc will be marketed.

A Microcomputer Screening System for Children with Disabilities

Small Business Innovative Research Grant	Funding Period: 1990-91
Principal Investigator: Tina Ruppelt	Telephone: (206) 746-3900
Fiscal Agency: EDMARK Corporation (Bellevue, WA)	Grant No.: RS90086030

PURPOSE: To develop and field-test a hardware/software package to address the problem of the screening of young children with possible disabilities by teachers and paraprofessionals.
METHOD: The key hardware element that makes this project feasible is a low-cost touch sensitive screen overlay which can accept the pointing and drawing responses of young children directly. Software will display carefully controlled stimuli for the correct length of time and record the child's response precisely. Branching responses of the program will mimic an expert psychologist in deciding which tasks are appropriate next. Scoring will be done internally, and the results will be reported with the correct cautions and interpretations integrated into the results. The outcome of this project will be a relatively low-cost system of hardware/software for use with widely available microcomputers which would allow initial determination of cognitive functioning, learning disabilities, and learning styles for children with developmental ages from 3 to 10 years.

Project IFSP: An Analysis of the IFSP Process with Families and Staff

Small Grant	Funding Period: 1990-91
Principal Investigator: Susan McBride	Telephone: (515) 294-7838
Fiscal Agency: Iowa State University (Ames, IA)	Grant No.: H023A00075

PURPOSE: To evaluate the impact of P.L. 99-457 on families and early intervention personnel during the first year of implementation.
METHOD: The project will use qualitative research methods for exploring the experience of participating in IFSP development for both families and staff. Ethnographic interviews will be conducted with families and staff from Iowa intervention programs. A linguistic analysis of the transcribed interviews will provide common and divergent domains of meaning that will describe the issues. The responses from the ethnographic interview will be compared to questionnaires that assess families' and staff's perceptions of the IFSP process. The findings of the project will be used to improve the process for developing IFSPs in programs in Iowa. Research findings will be disseminated through conference presentations and journal articles.

The Communication and Literacy Environment for Young Children

Small Grant	Funding Period: 1990-91
Principal Investigator: Evelyn Lynch	Telephone: (218) 236-2297
Fiscal Agency: Morehead State University (Morehead, MN)	Grant No.: H023A00116

PURPOSE: To explore selected aspects of the communication systems in classrooms and homes with three groups of children, parents, and teachers.
METHOD: Qualitative methodologies will be used, and extant data base will be analyzed. The first study will determine characteristics of teacher/child talk during sharing time in environments for young children with and without handicaps, using data base transcripts. The second study will examine parental perceptions about learning, schooling, and literacy, using a life history approach obtained in interviews with 34 parents of young children with and without handicaps. A strategy paper and monograph will be developed in both studies for researchers and practitioners.

The Abilities Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps

State Agency/Federal Evaluation Study	Funding Period: 1990-92
Principal Investigators: Donald Bailey & Rune Simeonsson	Telephone: (919) 966-4250
Fiscal Agency: North Carolina Department of Human Resources (Raleigh, NC)	Grant No.: H159A00008

PURPOSE: To develop and evaluate the usefulness of alternative means of characterizing infants and preschoolers with handicaps, using a functional approach designed to characterize children along common dimensions of abilities and disabilities, independent of etiological basis and/or manifestations of handicapping conditions.

METHOD: The project will conduct a series of studies to test the utility of the ABILITIES Index, a profile designed to describe the functional abilities and limitations of children in nine areas: audition, behavior, intelligence, limbs, intentional communication, tonicity, integrity of physical status, eyes, and structural status. Four types of studies are proposed: reliability, criterion, consumer validation, and descriptive.

The Coping of Parents of Very Low Birthweight, Premature Infants

Student-Initiated Grant
Principal Investigator: Jeanette McCollum
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1990-91
Telephone: (217) 333-0260
Grant No.: H023B00029

PURPOSE: To identify coping strategies used by parents of premature infants; and to investigate factors influencing the types of coping strategies used.

METHOD: The study sample will consist of 30 married mothers and fathers who have a premature infant hospitalized in a neonatal intensive care unit. The parents will be interviewed separately. In addition to open-ended questions, other measures will include a) Likert scales to assess perceived stressfulness and coping efficacy, and appraisal of control; b) Mastery Scale; and c) Ways of Coping Questionnaire. Each infant will be assessed via the Neonatal Morbidity Scale. The results of the study will yield new information regarding the coping strategies used by parents, allowing future intervention strategies to be developed which support and enhance parental efforts to manage stress in such a way that the infant's development is nurtured rather than compromised.

Factors Affecting Intervention Integrity and Outcome in Social Interaction Skills Training

Student-Initiated Grant
Principal Investigator: Scott McConnell
Fiscal Agency: University of Minnesota (Minneapolis, MN)

Funding Period: 1990-91
Telephone: (612) 624-5547
Grant No.: H023B00022

PURPOSE: To provide information about relationships between the integrity with which social skills interventions are implemented in early childhood special education classrooms and several important factors.

METHOD: The project will conduct three studies. Study 1 will examine the relationships between intervention integrity for social skills interventions and individual child outcome. Study 2 will examine the relationship between teacher ratings of the acceptability of intervention features and the integrity with which those features are subsequently implemented. Study 3 will examine the relationship between classroom supports to aid in the implementation of social skills intervention packages and intervention integrity. The research results should assist teachers, administrators, and consultants in planning and supporting social interaction skills interventions.

An Investigation of Individual Differences in Clinical Judgments of Mother-Infant Interaction

Student-Initiated Grant	Funding Period: 1990-91
Principal Investigator: Yvonne Gillette	Telephone: (216) 972-7883
Fiscal Agency: Ohio State University (Columbus, OH)	Grant No.: H023B00030

PURPOSE: To investigate the major dimensions and the correlates of individual differences in clinical judgments of mother-infant interactions.
METHOD: The subjects will include speech-language pathologists, social workers, early intervention specialists, and community health nurses. One-minute videos of 12-month-old medically fragile infants interacting with their mothers will form the basis for clinical judgments. The investigator will use a multidimensional scaling technique to collect and analyze the data. Subjects also will complete a preference and an attribute rating task which will enable the investigator to further describe the individual differences. The project is expected to yield information as to similarities and differences in the perceptions of mother-infant interactions among professionals who must work together to identify and serve handicapped infants and their families.

The Use of Template Matching as a Viable Strategy for Assessment and Intervention for Handicapped Preschool Students

Student-Initiated Grant	Funding Period: 1990-92
Principal Investigator: Edward Shapiro	Telephone: (215) 758-3258
Fiscal Agency: Lehigh University (Bethlehem, PA)	Grant No.: H023B00038

PURPOSE: To investigate an assessment methodology that will promote successful transitions to kindergarten for preschool students with handicaps.
METHOD: The study will utilize a template-matching strategy to assess student behavior the future placement environment. Interventions will be developed from the assessments to align student behaviors and future environments. Implementation of these interventions will be conducted prior to students' placement in kindergarten. The viability of template matching as a useful assessment/intervention strategy will be evaluated by examining the differential success of three groups of students: a control group, an assessment-only group, and an assessment-intervention group. Direct observations will be conducted both as part of the assessment process and to validate changes in student behavior after intervention. Research results will be disseminated via conference presentations, journal articles, and presentations to teachers and administrators. The project will conduct inservice training workshops and develop an inservice training manual.

Early Intervention for Infants/Toddlers and Their Families: A Cross-Disciplinary Professional Training Program

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Mary McLean	Telephone: (205) 844-5943
Fiscal Agency: Auburn University (Auburn, AL)	Grant No.: H029Q90042

TARGET OF TRAINING: Students from the fields of nursing, social work, school psychology, communication disorders, psychology, audiology, child development, and marriage and family therapy.

TRAINING PROGRAM: The program will offer preservice training for students from eight disciplines who are interested in serving infants and toddlers with or at risk for developmental delay, and their families. Goals of the program include providing a cross-disciplinary training sequence to prepare students for work in early intervention settings, and to infuse discipline-specific training programs with information related to provision of early intervention services. Training will consist of information and skill development in the competencies needed by a member of any discipline who may become the primary service provider for an infant or toddler with special needs, and their family. Trainees will complete 9 quarter hours of coursework and 100 clock hours of practicum during the summer following completion of their degree. The program will develop training materials for use in other institutions or agencies in Alabama and the Southeast.

Early Childhood Special Education Certificate Program

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Jill Wheeler	Telephone: (907) 786-4873
Fiscal Agency: University of Alaska (Anchorage, AK)	Grant No.: H029Q90085

TARGET OF TRAINING: Masters-level students from special education, occupational therapy, physical therapy, speech-language therapy, social work, nursing, and related disciplines.

TRAINING PROGRAM: The project will offer a two-year training program to prepare early interventionists and special education preschool teachers to work with young children with special needs. Students follow one of three avenues: 1) those with certification in special education complete only the specialization in early childhood special education (ECSE), leading to ECSE certification; 2) those with early childhood, elementary, or secondary education backgrounds complete the core sequence of special education courses, in addition to the ECSE specialization, leading to ECSE certification; and 3) those with a bachelors degree in related service fields, plus experience in early childhood, complete the special education core and ECSE specialization, leading to restricted certification (Type A). Courses are offered on-campus during evenings and weekends; students unable to attend on-campus courses (rural, remote, or distant city) receive course materials by "distant delivery." Each course is delivered in three modules containing videotaped lecture/panel discussion, learning modules, commercial materials, and individual or group activities. Audioconferences for distant students are offered regularly; examinations are proctored locally. Students are required to come to campus during the summer to complete the assessment and methods courses. The program emphasizes multicultural and linguistic diversity, as well as issues related to teaching in rural or remote areas.

Preparing Paraprofessionals as Early Intervention Facilitators

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Barbara Semrau	Telephone: (501) 935-2750
Fiscal Agency: Focus, Inc. (Jonesboro, AR)	Grant No.: H029Q90077

TARGET OF TRAINING: Paraprofessional students at the associate degree level.
TRAINING PROGRAM: The program will develop a training program to prepare paraprofessional early intervention facilitators, based on a unified set of competencies. Training will consist of classroom instruction, modeling of training techniques, and practicum experiences. Coursework will address early intervention for infants and toddlers with disabilities, family-focused case management, communication intervention procedures, and introduction to habilitative procedures. Supervisory training also will be provided to selected trainees. The project will conduct three types of evaluation activities: 1) evaluation of project implementation based on timely completion of project objectives; 2) evaluation of trainees' acquisition of competencies based on pre/post testing; and 3) consumer evaluation based on consumer satisfaction questionnaires.

Speech-Language Pathology Infant Specialist

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: James C. Montague	Telephone: (501) 569-3155
Fiscal Agency: University of Arkansas for Medical Sciences (Little Rock, AR)	Grant No.: H029Q90076

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The program will offer a graduate-level preservice training program for speech-language pathologists, with special emphasis on infants with severe communication delays. Students will complete a 43-hour graduate program encompassing specialized courses in communication assessment techniques and intervention strategies appropriate for working with infants and toddlers with special needs, and their families. The infant specialty track will include required coursework from a range of disciplines, specialized clinical practicum experiences, participation in a monthly Infant Institute Series, and completion of research related to infants and toddlers. Program activities will be guided by an advisory committee consisting of parents of handicapped children, representatives of community service and state agencies, and current and former graduate students.

Interdisciplinary Training Program on Early Intervention

Infant/Toddler Personnel Grant
Director: Marcia Roberts-DeGennaro
Fiscal Agency: San Diego State University (San Diego, CA)
Funding Period: 1990-954
Telephone: (619) 594-6259
Grant No.: H029Q00047

TARGET OF TRAINING: Graduate-level students from special education, social work, nursing, psychology, maternal and child health, public health, communicative disorders, and family studies and consumer sciences.

TRAINING PROGRAM: During each year of the program, trainees will be selected to complete a one-year post-baccalaureate, 15-unit Certificate Program on Early Intervention which combines theoretical and practical experience. Students will enroll in three lecture courses (9 units) and two practicum courses (6 units), leading to certification upon completion of the program. Training will focus on competencies that will equip trainees to assume four roles of the early intervention specialist: infants specialist, parent/family educator, program developer and advocate, and team collaborator. Students will be expected to assume an interdisciplinary/transdisciplinary approach in understanding the issues facing multicultural families of infants and toddlers with or at risk for handicaps and their families.

TAPITS: Transdisciplinary Approach to Preparation of Infant/Toddler Specialists

Infant/Toddler Personnel Grant
Directors: Claire Cavallaro & Ann Bisno
Fiscal Agency: California State University--Northridge
(Northridge, CA)
Funding Period: 1989-94
Telephone: (818) 717-5150
Grant No.: H029Q90066

TARGET OF TRAINING: Masters-level students with at least a bachelor's degree in special education, educational psychology, speech/language, nursing, social work, physical therapy, or related disciplines.

TRAINING PROGRAM: The program will develop a model personnel preparation program that integrates various disciplines involved in early intervention for high-risk and exceptional infants and toddlers. Training will focus on transdisciplinary knowledge and skills needed to meet the complex, heterogeneous needs of infants and toddlers with special needs, and their families; to work effectively as a member of a transdisciplinary team; to work effectively with families of exceptional infants and toddlers; and to serve in leadership capacities, including case manager, advocate, program developer, and program evaluator. At entry into the program, students will be assigned to interdisciplinary teams throughout their master's coursework and specialized training in transdisciplinary competencies and skills. The project will identify an infant and family (or other caretaker) for each student to work with throughout their training, providing assessment, development of intervention plans, advocacy, or other services as needed. Master's thesis for each students will be a longitudinal case study of the infant and family.

Preservice for Speech-Language Pathologists for Early Intervention to Infants, Toddlers and Families

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Susan Moore	Telephone: (303) 492-5284
Fiscal Agency: University of Colorado (Boulder, CO)	Grant No.: H029Q00013

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The goal of the training program is to prepare speech-language pathologists to provide early intervention services to young children, birth to age 3 years, with identified handicapping conditions or at risk for handicaps, and their families. Trainees will be enrolled in a master's level program in the Department of Communication Disorders and Speech Science at the University of Colorado. Training will entail a combination of coursework and clinical practica which will incorporate existing academic and clinical experiences and coursework content with newly developed off-campus practica in carefully selected settings where services are currently provided to infants and toddlers and their families. Development of these sites will allow the trainees to obtain quality experiences in a variety of caretaking contexts. The project will establish a job placement/follow-up plan to link graduates with existing openings. Information gained from the project will be utilized to support state Department of Education efforts to establish policies and procedures relevant to preservice training of infant interventionists.

State-wide Training for Infant Specialists

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Harriet Able-Boone	Telephone: (303) 556-4854
Fiscal Agency: School of Education, University of Colorado (Denver, CO)	Grant No.: H029Q90015

TARGET OF TRAINING: Early childhood special educators and related service providers, particularly those working in early childhood intervention programs who wish to update and expand their knowledge and skills in working with very young children with or at risk for developmental disabilities, and their families.
TRAINING PROGRAM: The program will offer graduate-level training which includes specialized infant courses and field experiences both on-campus and at selected urban and rural sites throughout the state. Training is interdisciplinary and competency-based, and places emphasis on families. Students will be drawn from a variety of disciplines, and instructors will represent the various professional disciplines involved in early intervention. The program will include four courses on intervention with infants and families, and a specialized infant course offered off-campus each semester (three per year). A major program goal is to offer interdisciplinary, field-based training in working with infants, toddlers, and families to individuals in rural areas of the state. Training leads to certification, a master's degree, or both.

Preparation Program for Parent-Infant Educators of the Hearing Impaired: A Collaborative Model

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Marilyn Sass-Lehrer	Telephone: (202) 651-5530
Fiscal Agency: Gallaudet University (Washington, DC)	Grant No.: H029Q00040

TARGET OF TRAINING: Graduate-level specialists in the education of hearing-impaired infants and their families.
TRAINING PROGRAM: The project will offer a fulltime, preservice training program emphasizing family-focused, transdisciplinary approaches to early intervention. The program consists of four semesters of specialized coursework and supervised practicum and clinical experiences. Trainees will acquire competencies in infant development and assessment; language and communication development; family education/consultation and advocacy; assessment and management of sensory, physical, intellectual, and behavioral characteristics of hearing-impaired infants; program and curriculum development and administration; educational foundations, including multicultural perspectives; and interagency planning. Students will be prepared to work in a variety of service settings and to participate in interagency coordination activities to meet the diverse programming needs of infants and families. Graduates will earn a Master of Arts degree and will satisfy state and professional certification requirements in early childhood special education, deafness, and parent-infant education of the hearing-impaired. The program is unique in its focus on communication, language, developmental, and family needs associated with hearing impairment in the very young; its recognition that parent/caregiver-infant training is an area separate from early childhood education; and its emphasis on the importance of working with young children as part of the family unit.

Infant Intervention Master's Degree

Infant/Toddler Personnel Grant	Funding Period: 1989-93
Directors: Liz Rothlein & Sharon Vaughn	Telephone: (305) 284-2903
Fiscal Agency: University of Miami (Coral Gables, FL)	Grant No.: H029Q90011

TARGET OF TRAINING: Graduate students from education, nursing, physical and occupational therapy, social work, development psychology, and related fields.
TRAINING PROGRAM: The program offer an interdisciplinary master's degree program in Infant Intervention to train personnel to work with handicapped and at-risk infants from birth through age 2 years, and their families. Training is multidisciplinary, with strong collaborative efforts from the School of Education, School of Nursing, Department of Psychology, Mailman Center for Child Development, Florida Diagnostic and Learning Resources System, Dade County Public Schools, and several private agencies providing services for birth-through-two population. Students will receive 360 hours of training which includes coursework and extensive field-based experiences in infant stimulation programs, hospitals and clinics, home-based programs, and other early intervention settings. The competency-based curriculum addresses normal growth and development as well as early childhood special education. Emphasis will be placed on ability to work with families in both educational and medical settings. Trainees will be prepared to perform roles of direct service providers for infants and their families.

Infant Specialist Personnel Preparation Program: PLUS

Infant/Toddler Personnel Grant — Funding Period: 1989-92
Director: Vivian L. Correa — Telephone: (904) 392-0702
Fiscal Agency: University of Florida (Gainesville, FL) — Grant No.: H029Q90080

TARGET OF TRAINING: Masters-level students in special education, nursing, occupational therapy, physical therapy, and psychology.
TRAINING PROGRAM: The program will initiate infant intervention specialist training at through the Department of Special Education at the University of Florida. The personnel preparation program will offer preservice infant specialist training to prepare professionals to serve young children with or at risk for handicaps. The project will develop five graduate-level courses in infant intervention, with components on assessment, methodological practicum, and family service that are tailored to meet the needs of Florida's multiply handicapped infants, at-risk minority, limited English proficient, rural, and teenage parent populations. Students will enroll in a minimum of 15 semester hours of graduate training in infant intervention.

Preservice Graduate Training in Infant and Toddler Intervention

Infant/Toddler Personnel Grant — Funding Period: 1989-92
Director: Mary Frances Hanline — Telephone: (904) 644-4880
Fiscal Agency: Florida State University (Tallahassee, FL) — Grant No.: H029Q90058

TARGET OF TRAINING: Masters-level students in early childhood special education and child development.
TRAINING PROGRAM: The program will establish a preservice graduate training program in Infant and Toddler Intervention. Specialists trained in this program will be equipped to function in a wide variety of settings and roles reflected by early intervention programs serving children, birth to age 3 years, with or at risk for developmental delays and other handicapping conditions, and their families. The training model is interdisciplinary and competency-based. Students will have the option of completing a master's degree or receiving a university-approved certificate (representing 18 hours of graduate credit) in Infant and Toddler Intervention. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training is accomplished through a combination of academic study, field experiences, and an internship. Course competencies are based on recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Training will lead to certification.

Interdisciplinary Infant Specialization (IIS) Personnel Preparation

Infant/Toddler Personnel Grant
Director: Linda McCormick
Fiscal Agency: University of Hawaii (Honolulu, HI)
Funding Period: 1989-92
Telephone: (808) 948-5009
Grant No.: H029Q90078

TARGET OF TRAINING: Personnel with bachelor's or master's degree in education or a related services discipline who wish to acquire infant specialization skills; and students currently working toward a graduate degree in nursing, public health, psychology, speech and hearing sciences, special education, social work, or a related field who wish to acquire infant specialization skills.

TRAINING PROGRAM: The IIS Program will prepare students to serve as infant intervention specialists. Trainees will be prepared to serve in direct service and/or administrative roles to provide family-centered, coordinated early intervention services for families of infants and toddlers with or at risk for handicaps. Training will be designed in two formats to accommodate the needs of students in Hawaii and the Pacific: a regular semester option and an intensive summer institute. Upon completion of the IIS program, trainees will possess the knowledge and skills needed to understand and work with families of infants and toddlers with special needs; assess family and child needs; implement family-centered interventions; provide case management; interact as a team member with families and other professionals; and promote professional development. The training program will be institutionalized as an interdisciplinary master's degree through the Hawaii University Affiliated Program.

Preparing Infant and Toddler Interventionists

Infant/Toddler Personnel Grant
Director: Jennifer Olson
Fiscal Agency: University of Idaho (Moscow, ID)
Funding Period: 1989-92
Telephone: (208) 885-6159
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TARGET OF TRAINING: Masters-level students with undergraduate degrees in regular or special education, nursing, communication disorders, physical therapy, social work, or related fields.

TRAINING PROGRAM: The program will offer preservice training leading to a an MS or M.Ed. in special education, with emphasis on early intervention. The program's goals are twofold: 1) to provide training in to meet critical personnel shortages related to implementation of P.L. 99-457; and 2) to impact the development of state certification standards for both infancy and early childhood special education. Most students are concurrently employed and will be enrolled part-time. Classes will be offered evenings and off-campus. Students will complete 30 semester hours of coursework and practica, with an additional 6 to 9 hours for thesis. Students who enter the program without teacher certification will be required to complete student teaching in a school district setting. Sites for practica experiences include a public school in Idaho, a neonatal intensive care unit (NICU) in Washington state, a health and welfare classroom in Idaho, and the University of Idaho preschool classroom.

Erickson Institute Early Intervention Specialist Project

Infant/Toddler Personnel Grant	Funding Period: 1990-92
Director: Linda Gilkerson	Telephone: (312) 280-7302
Fiscal Agency: Erickson Institute (Chicago, IL)	Grant No.: H029Q90045

TARGET OF TRAINING: Post-baccalaureate students from special education, psychology and family studies.
TRAINING PROGRAM: The Erickson Institute will expand its existing infant studies program to provide a model approach to post-baccalaureate preservice training for early interventionists. The program will prepare specialists to work with at-risk and disabled infants and families who live in a range of settings, including the inner city. Training will focus on the psychological aspects of disability, including the infant's developing sense of self-esteem, and on self-knowledge as a professional competency in infant/family work. The program offers 18 credit hours of non-degree, interdisciplinary, competency-based training in early intervention. Courses include Infant Growth and Development, Family Studies, Infant Assessment, and Prevention Strategies and Intervention Methods. Students also will enroll in two semesters of a supervised internship and seminar. The program also offers a colloquium, Development of Self: Implications for Early Intervention, that provides a forum in which students and professionals in the early intervention community can examine the relationships between disability and the development of a sense of self. The training model is tailored to the needs of urban settings. The program will develop and disseminate a Resource Guide to training programs that wish to strengthen their focus on the relationship of disability to psychosocial development.

Interdisciplinary Specialization in Infancy (ISI) Project

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029Q90070

TARGET OF TRAINING: Graduate students in special education, speech and hearing sciences, and social work.
TRAINING PROGRAM: The project offers an interdisciplinary preservice training program to prepare professionals from special education, speech and hearing science, and social work to assume roles as direct service providers for infants and toddlers with special needs and their families. The project will develop a model for interdisciplinary preservice training that operates on three levels: Level 1--general knowledge of each particular discipline; Level 2--Infancy-related knowledge of the particular discipline, and Level 3--a common core that crosses disciplines. Students enrolled in the program will complete Level 1 and 2 training in their home departments, and will participate with students from other disciplines in Level 3 coursework on families, development, and interdisciplinary teaming. The project also will provide interdisciplinary infant practice through a Parent-Infant Playgroup. For each practicum site, the project will identify the unique aspects of the learning experience and develop a training module specific to that site. Training will lead to a masters degree in the student's home discipline.

Associated Colleges of Central Kansas Preservice Early Intervention Project

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Sharon Rosenkoetter	Telephone: (316) 241-5150
Fiscal Agency: Associated Colleges of Central Kansas (McPherson, KS)	Grant No.: H029Q00027

TARGET OF TRAINING: Students from special education, social work, nursing, psychology, occupational therapy, and related disciplines.
TRAINING PROGRAM: The project will offer preservice training in early childhood special education to develop competencies for serving infants and toddlers with special needs and their families. Students will complete 33 semester hours of coursework covering the following areas: survey of the early childhood special education service field; normal child development; methods for working with young children and infants, with and without disabilities; family counseling; behavior management; and case management. The program will offer practica experiences in home- or center-based settings, as well as field placements in a hospital environment. Program objectives include developing practicum experiences that will prepare students for the variety of roles and delivery models they will encounter as teachers of infants and toddlers with handicaps or developmental delays; integrating competencies related to transdisciplinary team collaboration, consultation, family empowerment, case management, and transition planning; and providing job placement for graduates. Training leads to certification in Early Childhood Special Education.

Project TIE

Infant/Toddler Personnel Grant	Funding Period: 1989-93
Director: David Sexton	Telephone: (504) 286-6609
Fiscal Agency: University of New Orleans (New Orleans, LA)	Grant No.: H029Q90026

TARGET OF TRAINING: Masters-level students in special education, occupational therapy, physical therapy, and speech/language therapy.
TRAINING PROGRAM: The project will offer an interdisciplinary training program that is jointly planned, implemented, evaluated, and staffed by education, allied health, and related services personnel. Project TIE is grounded in the philosophy that a collaborative interdisciplinary approach is essential to the training of a competent infant educator. Training consists of 27 to 30 hours of graduate coursework in special education and 6 to 9 hours of coursework in specialized Allied Health coursework. The program is designed to provide a balance between didactic experiences and opportunities to acquire and apply skills in naturalistic settings via practica and observational techniques. Information will be presented through lectures, discussions, independent readings, direct observations, and hands-on experiences in clinical and educational settings that serve infants with handicaps and their families. Students will receive either an M.Ed. or an M.A. degree in special education, with a concentration in infant/toddler/family education. The program is designed to prepare infant educators to meet the many service role demands at the local, state, and national levels.

Master's Training for Personnel to Serve At-Risk Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Lawrence Larsen	Telephone: (301) 338-8273
Fiscal Agency: Johns Hopkins University (Baltimore, MD)	Grant No.: H029Q00019

TARGET OF TRAINING: Graduate-level students who (a) hold undergraduate degree in regular education, special education, or a related field; (b) are not certified in special education at the infant/primary level; (c) may have been professionally inactive for an extended period of time; and (d) wish to enter the field of early childhood special education.

TRAINING PROGRAM: The project will offer a 39-credit training program leading to a Master of Science in Education degree with concentration in early childhood special education, and Maryland special education teacher certification at the infant/primary level. The training program will employ a comprehensive competency-based curriculum that encompasses the range of competencies required for effective teaching at the infant/primary level, practica, and field placements. Extensive evaluation data assessing trainee performance, as well as the relevance of the competencies that comprise the curriculum, will be obtained while the trainees are involved in the program and following their graduation.

Language Intervention Training for Speech-Language Pathologists Serving Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Margaret Lahey	Telephone: (617) 578-8732
Fiscal Agency: Emerson College (Boston, MA)	Grant No.: H029Q00049

TARGET OF TRAINING: Graduate-level students in speech-language pathology.

TRAINING PROGRAM: The goal of the project is to train students to (a) provide family-centered services (b) assess infant and toddler development of behaviors precursory to the development of communication; (c) facilitate early communication development; (d) provide preventive intervention to children at risk for a communication disorder; (e) provide remedial services to infants and toddlers with oral motor problems; (f) work cooperatively with interdisciplinary teams and coordinate services when necessary; and (g) provide inservice training relative to assessing and facilitating communication development to parents and professional involved with handicapped infants and toddlers. Students will complete coursework addressing family systems, infants and toddlers (development, assessment, and intervention), early communication development, feeding problems in infants, and interdisciplinary perspectives, as well as other courses traditionally included in a graduate speech-language pathology program (e.g., language disorders in children, diagnostics, fluency, neuromotor speech disorders, etc.). The program will include 15 experiential components carried out in conjunction with coursework or practica. These will address conducting assessments, analyzing family systems, participating in child-find activities, working within an interdisciplinary setting, facilitating communication development in a variety of settings, working on feeding problems, and presenting an in-service training program. Training leads to a master's degree.

Parent/Infant Program for Hearing-Impaired Children

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Marjorie L. Harrington	Telephone: (417) 836-6508
Fiscal Agency: Southwest Missouri State University (Springfield, MO)	Grant No.: H029Q90069

TARGET OF TRAINING: Masters-level students in education of the hearing-impaired, who have undergraduate backgrounds in communication disorders, elementary or secondary education, psychology, or related service fields.
TRAINING PROGRAM: The program is designed to address teacher shortages in the field of education of the hearing-impaired and to expand the program to serve the birth-to-2 population in a home-based infant/parent program. Training leads to a master's degree. Students will enroll in coursework over 15 months, concurrently with their field experience placement. Each student will work with the family of a hearing-impaired infant during twice-weekly home visits. During one week each month, the parents and child will come to the clinic where their interactions will be videotaped to provide feedback for parents and additional training for students. The program offers opportunities for parents to enroll in sign classes at the university, and part of the weekly visits will address sign skills, especially vocabulary related to home activities. Parents will be expected to participated in the parent education program, with monthly meetings that include parents of hearing-impaired preschoolers.

Early Intervention Specialty Project: Competency-Based Program for Infant/Toddler Specialists

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Director: Ted Maloney	Telephone: (406) 243-5467
Fiscal Agency: University Affiliated Program Satellite, University of Montana (Missoula, MT)	Grant No.: H029Q90036

TARGET OF TRAINING: Graduate students in education, psychology, social work, speech therapy, physical therapy, and nursing.
TRAINING PROGRAM: The Project will offer an Early Intervention Specialty program to teach students in a variety of human services disciplines the basic skills and competencies necessary to provide early intervention services through multidisciplinary and transdisciplinary teams to infants and toddlers with handicaps, and their families. Students may enroll in one of two tracks leading either to Early Intervention Specialist Certification or to certification and a masters degree in Interdisciplinary Studies. Interdisciplinary competencies will be addresses through five core courses: Typical Infant and Family Development; Atypical Infant and Family Development; Program Planning and Assessment of Infants, Toddlers, and Families; Intervention with Infants, Toddlers, and Families, and Program Evaluation; and Community Service Delivery: Multi- and Transdisciplinary Team Approaches. Each course will include practical applied experiences, and an intensive practicum will follow the completion of the core courses. Training will address provision of services in rural areas, and will meet Montana's requirements for certification of professionals providing early intervention services.

Interdisciplinary Birth to Five Personnel Preparation Program

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Lorraine McCune	Telephone: (201) 932-7716
Fiscal Agency: Rutgers University (New Brunswick, NJ)	Grant No.: H029Q00044

TARGET OF TRAINING: Graduate-level students in education, psychology, social work, speech pathology, nursing, occupational therapy, physical therapy, and other allied health professions.

TRAINING PROGRAM: The project will offer a comprehensive, interdisciplinary birth-to-age-5 personnel preparation program in special education and related services for handicapped and at-risk infants and preschoolers, and their families. The project is based on the successful birth-to-age-3 Infant Specialist Interdisciplinary Studies (ISIS) curriculum. The content of this infancy core--which addresses development of newborn and infant handicapped children and techniques for working with infants, families, and professionals--will be revised to include competencies necessary for serving children age 3 to 5 years. Attention will be paid to issues regarding work in local education agencies, assessment and intervention with preschoolers, and provision of services in a least restrictive environment. Students may enroll in various master's or doctoral programs within Rutgers University and the University of Medicine and Dentistry of New Jersey, and complete the ISIS Certificate as part of their program of study. They may already be trained in a specific education or related service discipline or may be concurrently enrolled in a discipline-specific preparation program.

Infant Intervention Specialist Training Project

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Directors: Glenn VanEtten & Pauline Turner	Telephone: (505) 277-5018 or -4535
Fiscal Agency: College of Education, University of New Mexico (Albuquerque, NM)	Grant No.: H029Q90048

TARGET OF TRAINING: Masters-level personnel in speech therapy, occupational therapy, day care, education, and related fields. Most participants are currently employed.

TRAINING PROGRAM: The project will offer training a master's degree in either Counseling and Family Studies, or Special Education, with a specialization in Early Intervention. Since most of the participants are employed, training is provided through evening classes. Students without an undergraduate background in education will be required to complete 9 semester hours of prerequisites before beginning the masters program. Students in special education will complete 42 semester hours; students in Counseling and Family Studies will complete 45 semester hours. A minimum of 8 semester hours of practicum or field placement is required, in addition to the field experiences provided in academic courses. Practicum placements include the high-risk neonatal clinic of the medical school; the extended care clinic; and two community infant programs operated by the Developmental Disabilities Bureau.

Early Intervention Training for Occupational Therapists and Physical Therapists

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Elizabeth Baltus-Herbert	Telephone: (716) 831-3141
Fiscal Agency: SUNY Research Foundation (Buffalo, NY)	Grant No.: H029Q00043

TARGET OF TRAINING: Graduate-level students in occupational therapy and physical therapy.
TRAINING PROGRAM: The project will develop a model of intensive training for occupational and physical therapists to enable them to provide services to infants and toddlers with disabilities in home-, agency-, and school-based practice. Training will include coursework in both physical and occupational therapy, as well as practica. The dual discipline format of instruction will present the competencies required of each professional providing services to infants and toddlers, while delineating skills and roles considered to be transdisciplinary. The role of the family in service planning and provision will be emphasized throughout the program. Participants will receive graduate credit for courses completed. The program will be team taught, and will be offered in Batavia, midway between Rochester and Buffalo, in order to be accessible to professionals in western New York state, the Finger Lakes area, and the Southern Ontario region. Instructional media developed during the program, including training manuals and videotapes, will be published and made available nationally. While the program is designed primarily for occupational and physical therapists, the training model and most of the instructional materials will be applicable to training programs for other professionals involved with infants, toddlers, and families.

Instructional Practice in Urban Settings with Families and Infants with Disabilities

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029Q90021

TARGET OF TRAINING: Masters-level students in education.
TRAINING PROGRAM: The project will train personnel to be teachers of and advocates for infants with or at risk for handicapping conditions or developmental disabilities, within urban settings. The 60-semester hour program will lead to a Masters of Education degree; students who already hold a masters degree in special education may transfer up to 30 credits toward completion of the M.Ed. Training will emphasize family and community education, urban education, multicultural issues, and socioeconomic/demographic issues of urban communities. The program will combine coursework and practicum experiences in hospital settings dealing with children, birth to age 2 years, with a variety of handicapping conditions, especially AIDS, drug dependency, and chronic illness. The curriculum of the Program in Instructional Practice in Urban Settings with Families and Infants and Disabilities will be revised, with the goal of achieving a better match between competencies taught and competencies needed today in the field. The project also will develop a resource book for teachers working with HIV babies which will address what precautions, if any, are needed.

Interdisciplinary Masters Program in Infant Intervention

Infant/Toddler Personnel Grant
Director: Mary Beth Bruder
Fiscal Agency: New York Medical College (Valhalla, NY)

Funding Period: 1990-93
Telephone: (914) 285-8204
Grant No.: H029Q00034

TARGET OF TRAINING: Graduate-level students from a variety of professional backgrounds, including education, special education, nursing, occupational therapy, physical therapy, speech pathology and audiology, psychology, and social work.

TRAINING PROGRAM: The project will offer an interdisciplinary Masters degree program in Developmental Disabilities, with a concentration in Infancy. The 36-credit program is designed to provide graduate and postgraduate students with skills in infant and family intervention.Students may enroll either full-time or part-time. The program will consist of coursework, practicum, and the completion of 32 competency-based tasks. The multidisciplinary curriculum will address the areas of education, occupational and physical therapy, social work, psychology, and speech sciences. The goal of the program is to meet New York's growing demand for interventionists to provide interdisciplinary, comprehensive, family-centered, community-based services for infants and toddlers and their families under P.L. 99-457.

Preparation of Speech-Language Pathologists and Audiologists

Infant/Toddler Personnel Grant
Director: Katherine Butler
Fiscal Agency: Syracuse University (Syracuse, NY)

Funding Period: 1990-93
Telephone: (315) 443-9640
Grant No.: H029Q00004

TARGET OF TRAINING: Students enrolled in the Master's degree program in Communicative Sciences and Disorders.

TRAINING PROGRAM: The project will offer training to prepare speech-language pathologists and audiologists to serve as early interventionists for communicatively impaired infants, toddlers, and preschoolers. The program will supplement the broad-based academic and practica/extern experiences offered by the students' home program with specific training in interprofessional relationships, case management, and advocacy for parents and their young children. Students will work in concert with academic units in Special Education and Rehabilitation, and have the opportunity to develop competencies in "real-life" settings by serving within two regional agencies which work with families and their at-risk or handicapped children: the Early Childhood Direction Center and the P.L. 99-457 Regional Planning Grant project. Students placed in these two settings will have an opportunity to deal with short-term care and programming, and to facilitate the movement of families through the health and education systems to achieve the most satisfactory long-term outcomes. The program is designed to teach the specialized skills and knowledge required of professionals working in interdisciplinary or transdisciplinary settings, integrating those skills and knowledge within clinical and educational sites, primarily during the third or fourth semester of study.

Special Education Early Childhood and Infant/Parent Development Program

Infant/Toddler Personnel Grant	Funding Period: 1990-93
Director: Sylvia Ross	Telephone: (212) 222-6700
Fiscal Agency: Bank Street, College of Education (New York, NY)	Grant No.: H029Q00009

TARGET OF TRAINING: Graduate-level students from education, special education, and psychology, with a particular focus on recruiting and training of minority teachers.
TRAINING PROGRAM: The project will develop a program of coursework, advisement, and closely supervised fieldwork to prepare teachers to serve at-risk and handicapped infants and toddlers. The program will combine theoretical and practical coursework and supervised fieldwork that focuses on the needs of children and families and addresses the skills and understanding needed to foster children's optimal growth and development and families' ability to support that growth. A special emphasis throughout the program will be on work with the transdisciplinary team. Faculty will be drawn from the Special Education Program and the Infant and Parent Development Program of the Graduate School of Education, as well as outside professionals, and will include persons from minority groups and persons with handicaps.

Interdisciplinary Early Intervention Training

Infant/Toddler Personnel Grant	Funding Period: 1989-94
Directors: Diane Bricker & Jane Squires	Telephone: (503) 686-3568
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029Q90086

TARGET OF TRAINING: Masters-level students with undergraduate backgrounds in education, early childhood, occupational therapy, speech therapy, medicine, specialized recreation, and related fields.
TRAINING PROGRAM: The program will train personnel to work with children, birth to age 5 years, who have or are at risk for handicapping conditions, and their families. Students will enroll in four quarters of interdisciplinary coursework and practica. Practicum experiences will be available in a variety of settings, including hospital neonatal intensive care units (NICUs), speech and hearing clinics, regular preschools, and protective services programs. Training will lead to a Master of Arts in Special Education, with optional handicapped certification.

Early Intervention Personnel Preparation for Services to Infants and Toddlers with Handicaps

Infant/Toddler Personnel Grant	Funding Period: 1990-95
Director: Verna Hart	Telephone: (412) 648-7445
Fiscal Agency: University of Pittsburgh (Pittsburgh, PA)	Grant No.: H029Q00015

TARGET OF TRAINING: Graduate-level students.
TRAINING PROGRAM: The project will offer training for early intervention personnel to serve infants and toddlers with handicaps. The program will operate out of the Program of Special Education within the Department of Instruction and Learning of the University of Pittsburgh's School of Education. Students will enroll either full-time or part-time. Training will be competency-based and, with the Program of Special education forming the core of academic support. A wide range of practica and field experiences will be available in a wide range of settings, including hospitals (through a consortium of five Level 3 hospitals with Neonatal Intensive Care Units), county programs serving the birth-to-3 population, private agencies, and various hospital-to-home transition programs. The program will allow special preparation for those who are already serving infants without special training. The program is designed to meet the severe shortage of personnel in western Pennsylvania to meet the needs of infants and toddlers with handicaps.

Preparation of Pediatric Physical Therapists to Serve Infants and Toddlers with Handicaps and Their Families

Infant/Toddler Personnel Grant	Funding Period: 1989-93
Director: Susan K. Effgen	Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)	Grant No.: H029Q90002

TARGET OF TRAINING: Masters-level students in pediatric physical therapy.
TRAINING PROGRAM: The program offers a Master of Science degree in pediatric physical therapy at Hahnemann University. Training includes 48 semester hours of work in the basic sciences, physical therapy evaluation and intervention, family therapy, and research processes. Students will complete a supervised clinical practicum working with infants and toddlers who have a wide range of handicapping conditions. The program's emphasis is on training clinical specialists to assist infants and toddlers with handicaps to achieve their maximum potential and enhance the family's ability to meet their child's special needs. Graduates will be prepared to provide services in a variety of settings serving infants and toddlers with handicaps, and to work as members of a multidisciplinary or transdisciplinary team. They also will serve as role models for other physical therapists and will have the knowledge and skills necessary to serve as practicum supervisors and educators. Evaluation includes student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Student input concerning the program also is sought.

Birth-to-Two Master's Field Outreach Program

Infant/Toddler Personnel Grant
Director: Keith Turner
Fiscal Agency: University of Texas (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161
Grant No.: H029Q90028

TARGET OF TRAINING: Masters-level students with undergraduate training in early childhood education, child development, early childhood special education, nursing, occupational therapy, speech pathology, and psychology. Trainees may include currently employed teachers, therapists, and administrators who provide early intervention services to children, birth to age 2 years.

TRAINING PROGRAM: The 36 semester hour transdisciplinary training program has two components: a field-based program for employed professionals and a university-based program for fulltime students with or without field experience. The program is designed to be completed in 18 months, with training provided on weekends during fall and spring semesters, and fulltime during two summer sessions. Students in the university-based program who lack field experience will complete an additional six semester hours of practica focusing on the birth-to-two, three-to-six, and high medical risk populations. Training is designed to interface with hospitals on discharge and to promote transition to public school placements. Seven courses will be offered in the birth-to-2 area and four in the 3-to-6 area. Training topics include assessment and medical interventions, parenting, interactional styles, multicultural issues, and curriculum planning. The program is designed to promote an educational/related service/parent team approach to facilitate the child's development and ability to function in the least restrictive physical and social environment, in a manner that is consistent with child and family strengths and needs.

Early Intervention Personnel Preparation in Communications

Infant/Toddler Personnel Grant
Director: Melissa Bruce
Fiscal Agency: University of Houston (Houston, TX)

Funding Period: 1990-95
Telephone: (713) 749-2547
Grant No.: H029Q00016

TARGET OF TRAINING: Graduate-level students in speech-language pathology.

TRAINING PROGRAM: The project will address the need for trained early interventionists to work with children who demonstrate or are at risk for developing problems in communications that result in delayed development. Training will be designed to create of service professionals who the knowledge and skills to deliver effective diagnostic and therapeutic services to infants and toddlers in clinical settings using interdisciplinary team approaches. The project will develop a two-year specialty training program in which students participate in both specialized academic courses and clinical practica under the supervision of experienced early intervention specialists. Training will incorporate appropriate content and intervention for training students in skills needed to provide services for infants and toddlers, and to meet certification requirements. At the conclusion of the project, the training curriculum will be disseminated for replication in other training programs around the country, and the specialty training track will become an established and continuing part of the graduate program in Communication Disorders at the University of Houston.

Training Specialists to Work with Handicapped Infants and Toddlers and Their Families

Infant/Toddler Personnel Grant	Funding Period: 1989-93
Director: Anne van Kleeck	Telephone: (512) 471-1928
Fiscal Agency: University of Texas (Austin, TX)	Grant No.: H029Q90005

TARGET OF TRAINING: Graduate students in speech-language pathology, psychology, and child development.

TRAINING PROGRAM: The project will develop a specialized two-year training sequence that focuses on infants and toddlers with handicaps and their families and emphasizes an interdisciplinary approach both to professional training and to working with the handicapped. Training will emphasize working with handicapped children, birth to age 2 years, through interdisciplinary service models that incorporate family functioning with a general goal of empowering families. The competency-based curriculum and practicum experiences will draw on the expertise of faculty and staff from the Departments of Speech Communication, Educational Psychology, and Home Economics, as well as professionals from the community. Training will address key areas of normal infant/toddler development, handicapping conditions, the psychology of families, and models and skills of team collaboration. Students will be prepared to serve in a variety of roles, including infant interventionist, family consultant, and team collaborator.

Utah Early Intervention Personnel Preparation Project (UEIPP)

Infant/Toddler Personnel Grant	Funding Period: 1989-93
Director: Athlene Godfrey	Telephone: (801) 581-8274
Fiscal Agency: College of Nursing, University of Utah (Salt Lake City, UT)	Grant No.: H029Q90008

TARGET OF TRAINING: Graduate students in with a bachelor's degree in nursing or undergraduate degree in special education, early childhood, social work, speech-language therapy, physical therapy, or psychology.

TRAINING PROGRAM: The project offer an interdisciplinary graduate degree program to train professionals in providing family-centered early intervention services to young children, birth to age 3 years, with or at risk for handicaps, and their families. During the first two years of the project, students will be recruited for the Early Intervention Specialty from either Parent-Child Nursing or Special Education. Education and nursing students will come together for a specialty track of interdisciplinary courses offered through the College of Nursing. Specific content areas addressed in the curriculum include family theory and assessment; parenting in the early years; normal development of infants and toddlers; atypical development as a result of handicaps or at-risk factors; assessment of development function; developmental and therapeutic approaches; interdisciplinary role and function; family-professional and team relationships; and legal, ethical, research, administration, and practice issues. Training leads to an MS in Nursing nursing students, and to an MS or M.Ed. in Special Education for students in education and related disciplines.

Multidisciplinary Preparation of Pre-Service Masters Personnel in Intervention with Infants and Families

Infant/Toddler Personnel Grant	Funding Period: 1989-92
Director: Robert Pianta	Telephone: (804) 924-0792
Fiscal Agency: University of Virginia (Charlottesville, VA)	Grant No.: H029Q90012

TARGET OF TRAINING: Masters-level students from early childhood education, special education, school psychology, and clinical psychology.
TRAINING PROGRAM: The program will offer multidisciplinary, competency-based preparation for preservice masters-level graduate students to assume a variety of roles in early intervention service programs, including direct service provider, consultant for state or local agencies, and program evaluation expert. Training will include one year of infant specialty coursework, supervised on-site practicum experiences, and case seminars on multidisciplinary team building. Coursework will address infant development, family theory, characteristics of developmentally disabled populations, and assessment and intervention with developmentally disabled populations.

Preparation of Infant/Toddler/Family Intervention Specialists

Infant/Toddler Personnel Grant	Funding Period: 1990-94
Director: Marie Thompson	Telephone: (206) 543-4011
Fiscal Agency: University of Washington (Seattle, WA)	Grant No.: H029Q00012

TARGET OF TRAINING: Graduate-level student in early childhood special education.
TRAINING PROGRAM: The project train early intervention specialists to work with infants and toddlers with disabilities, and their families in interdisciplinary settings. The program has two emphases: interdisciplinary case management and the family systems approach to service. Training will offers a full complement of required core courses, as well as recommended electives in related disciplines, in order to broaden and enhance students' training and skills. Students will complete practica in both university and community settings. At the University of Washington, students will work in classes at the interdisciplinary Experimental Education Unit, which serves infants and toddlers with a wide variety of handicapping conditions and their families; in assessment and follow-up clinics at the interdisciplinary Child Development and Mental Retardation Center; and in the homes of families served by the Experimental Education Unit. Community settings include day care and developmental disabilities centers, two of which are integrated. There are two additional program requirements. During the first year, all students will take a year-long seminar and practicum, "Families, Teams, and the Young Handicapped Child," with faculty and students representing six disciplines, to give trainees an opportunity to develop team-building skills with fellow students and faculty. During the second year, students in the Direct Service Provider Track will enroll in a year-long independent study including a research project, and students in the Coordinator/Manager Track will complete a year-long thesis study.

Doctoral Training in Research and Early Childhood Special Education

Leadership Personnel Grant	Funding Period: 1990-95
Director: Ray Elliot	Telephone: (205) 348-1438
Fiscal Agency: University of Alabama (Tuscaloosa, AL)	Grant No.: H029D00024

TARGET OF TRAINING: Doctoral students with master's degree in special education. Minority candidates are one of the target populations.
TRAINING PROGRAM: The project will offer a full doctoral program in special education, with emphases in research and early childhood special education. Coursework will address a range of humanistic and behavioral areas, including language and social sciences. Practical experience in conducting research and functioning in an editorial role are critical features of the project. In addition to a student's dissertation research, each student will enroll in two research practica designed to result in presentations at national conferences and manuscripts to be submitted for publication. Practica will be designed to meet the individual needs of students. Practica sites will be located at the RISE Early Intervention Demonstration Project at the University of Alabama and at the Sparks Center for Developmental and Learning Disabilities at the University of Alabama Birmingham Medical Center. Students also will participate in an editorial practicum.

Leadership Training in Preschool Language Development and Disorders

Leadership Personnel Grant	Funding Period: 1989-92
Director: Linda Swisher	Telephone: (602) 620-0420
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029D90108

TARGET OF TRAINING: Doctoral and postdoctoral speech-language pathologists and related field professionals.
TRAINING PROGRAM: The Child Language Laboratory (CLL) Personnel Preparation Project has two goals: 1) to provide university-level leadership personnel who will upgrade the quality of research and training programs and thereby improve the diagnostic and intervention services available for monolingual and bilingual language-impaired preschool children; and 2) to broaden the knowledge base concerning neurobiological and behavioral predictors of language learning patterns, and to apply this knowledge to improving diagnostic and intervention services for language-impaired preschoolers. Participants' research skills will be enhanced through coursework, collaborative and independent research projects, seminar discussions, and selected summer externships. Teaching skills will be addressed through preceptorships and guided preparation for presentations at seminars, colloquia, and conferences. Clinical skills will be enhanced through research-related clinical experiences. Lectures and research experiences are provided by an interdisciplinary faculty with expertise in the areas of childhood language disorders, language acquisition, language learning, and the neurobiological basis of language impairment.

Early Childhood Special Education Leadership Training

Leadership Personnel Grant
Director: Diane Klein
Fiscal Agency: California State University of Los Angeles
(Los Angeles, CA)

Funding Period: 1989-92
Telephone: (213) 343-4415
Grant No.: H029D90026

TARGET OF TRAINING: Doctoral-level students from backgrounds in special education, regular education, bilingual education, speech pathology, social work, occupational therapy, and related fields. Students admitted to the program must have at least three years of experience in special education or a related field. Attention will be paid to attracting minority candidates.
TRAINING PROGRAM: The program is a joint venture by California State University at Los Angeles (CSULA) and the University of California at Los Angeles (UCLA). Students will complete a core of prescribed courses over a three year period, spending the first year at CSULA and the second year at UCLA. Students have the option of attending part-time during the first year of training. In addition to required coursework, students will complete a cognate (minor field) outside special education, as well as complementary support courses, in such areas as social welfare, psychology, and social anthropology. The program is developing a course on research in early childhood special education, as part of the complementary support. Students also will be required to participate in research practica and at least one practicum related to early childhood special education which may emphasize clinical or research issues, according to individual student needs. Training leads to a Ph.D. in Special Education.

Doctoral/Postdoctoral Training of Psychologists in Services to At-Risk and Handicapped Infants and Toddlers

Leadership Personnel Grant
Director: Kathy Katz
Fiscal Agency: Georgetown University Child Development Center
(Washington, DC)

Funding Period: 1989-94
Telephone: (202) 687-8635
Grant No.: H029D90016

TARGET OF TRAINING: Pre- and postdoctoral psychologists.
TRAINING PROGRAM: The project will offer leadership training for psychologists which emphasizes early intervention with handicapped or at-risk infants and their families at the service, administration, and public policy levels. The program will interface with the interdisciplinary specialization in infancy training program at Georgetown University. Trainees will be selected for a six-month to one-year full-time practicum experience, and will receive both disciplinary and cross-disciplinary supervision from the areas of special education, medicine, and allied health services. Training experiences will include direct intervention with at-risk and handicapped infants and families in the neonatal and pediatric intensive care nursery, in transition to home management, in follow-up developmental evaluation, in interfaces with community support services, and in various community infant intervention models. Trainees also participate in policy and planning activities in relationship to technical assistance activities to states.

Interdisciplinary Doctoral Program to Prepare Leaders to Serve Infants and Young Children with Handicaps and Their Families

Leadership Personnel Grant	Funding Period: 1990-93
Director: Zolinda Stoneman	Telephone: (404) 542-4827
Fiscal Agency: University of Georgia (Athens, GA)	Grant No.: H029D00080

TARGET OF TRAINING: Doctoral-level students in special education.
TRAINING PROGRAM: The project will offer a preservice doctoral training program focusing on two important, but traditionally neglected areas of specialization: family-focused intervention and early childhood special education with a concentration in motor development. The 120 quarter hour program will focus on focus on the competencies required by these two specializations. Specialized coursework and internship experiences in motor development will be offered in addition to more traditional training in other key areas of early childhood special education. All students will be required to have internship experiences in research, university teaching, and administration. Characteristics of the program include a strong interdisciplinary focus, competency-based instruction, and training in three key leadership roles: research, university teachers, and administrators. The interdisciplinary Leadership Training Program will be coordinated by the Georgia University Affiliated Program for Persons with Developmental Disabilities, which involves faculty from four schools and colleges at the University of Georgia and the Medical College of Georgia.

Interdisciplinary Leadership Project in Infancy

Leadership Personnel Grant	Funding Period: 1988-93
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: H029D80032

TARGET OF TRAINING: Doctoral students from special education, speech and hearing science, early childhood, psychology, human development and family ecology, and social work.
TRAINING PROGRAM: The program is a cooperative effort among faculty from three core programs (Early Childhood Special Education, Social Work, and Clinical/Community Psychology), with additional collaborators drawn from related fields (e.g., Speech and Hearing Science, Developmental Psychology, Nursing). Doctoral students admitted to the Interdisciplinary Leadership Project in Infancy will take a common set of courses and an ongoing research and issues seminar, in addition to the courses required by their home departments. Students will choose a leadership specialization in policy development, administration, personnel preparation, or direct service, emphasizing infants with special needs and their families.

Program to Train Leaders in Applied Research for Handicapped Infants and Young Children

Leadership Personnel Grant	Funding Period: 1988-93
Director: Richard Brinker	Telephone: (312) 413-1563
Fiscal Agency: University of Illinois (Chicago, IL)	Grant No.: H029D80002

TARGET OF TRAINING: Occupational and physical therapists pursuing a doctorate in Special Education with a focus on research in the development of infants and young children with handicaps; and doctoral students from special education, regular education, psychology, social work, public health, or computer science.

TRAINING PROGRAM: The program will provide interdisciplinary training in research techniques designed to meet the national need for leadership in training early intervention professionals. The project will draw on the collective expertise of hospital treatment clinics, early intervention programs, family support systems, and infant development research laboratories, but will emphasize the development of a new type of researcher-practitioner. The program will apply an apprenticeship model utilizing interdisciplinary faculty and training, and will include an internship at the Early Intervention Program and at the University Affiliated Program. A major goal is to train students in research techniques and their application to individual cases across time, and to develop more individual case designs.

Family Leadership Training Program

Leadership Personnel Grant	Funding Period: 1990-95
Director: Shirley Behr	Telephone: (913) 864-4954 or -7609
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029D00094

TARGET OF TRAINING: Doctoral-level special educators and related services providers.

TRAINING PROGRAM: The project will offer training leading to a doctorate in Education or Special Education. Training is value-based and applies a conceptual model of critical reflective inquiry. Practice in "living laboratories" permeates every aspect of the curriculum and thereby provides a relevant basis for inquiry and analysis. The curriculum design will have three major components: Core Area, Requirements, and Dissertation Research. Students will be integrally involved in ongoing research and training projects at the Beach Center. The program will be individualized through individual leadership development plans which will involve the student's current strengths and needs, goals, strategies for accomplishing goals, present resource networks, strategies for expanding resource networks, and methods of evaluation. The program will be designed with deliberate strategies to foster relationships, including cooperative learning groups in accomplishing assignments and weekly contact with the program mentor. The program has two goals: 1) To prepare special educators who major in family studies and disability to provide national leadership in family-centered research, training, and program administration, and 2) To prepare special educators and related services providers who minor in family studies and disability to provide leadership within their area of special education (e.g., learning disabilities, early childhood) or their discipline (e.g., allied health, social welfare) in family-centered research, training, and program administration.

Preparation of Preschool Classroom Language Intervention Specialists

Leadership Personnel Grant	Funding Period: 1989-94
Director: Mabel Rice	Telephone: (913) 864-4570
Fiscal Agency: Child Language Program, University of Kansas (Lawrence, KS)	Grant No.: H029D90046

TARGET OF TRAINING: Predoctoral students with prior academic or practical experience in the fields of early childhood special education and/or speech and language pathology.
TRAINING PROGRAM: The project will prepare doctoral-level students to serve as preschool classroom language intervention specialists. Training will focus on the special issues of preschool language instruction in least restrictive environments. The goal of training is to prepare personnel who can a) synthesize relevant developments in preschool language instruction within the regular classroom, b) develop significant research dealing with language training in the least restrictive environment, c) design and monitor integrated language programs, and d) train personnel to manage the special needs of language-impaired children. The training program is sponsored by the Graduate Program in Child Language, the Department of Human Development and Life, and the Department of Speech-Language-Hearing: Sciences and Disorders.

Preparing Leadership Personnel in Early Childhood

Leadership Personnel Grant	Funding Period: 1990-94
Director: Nancy Peterson	Telephone: (913) 864-4954
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029D00041

TARGET OF TRAINING: Doctoral-level students in special education.
TRAINING PROGRAM: The project is designed to prepare leadership personnel in special education with specific expertise in early childhood special education, covering infants/toddlers/preschoolers and young primary age children with all types of disabilities or at-risk conditions and all levels of severity. The goal is to enhance the doctoral program and to carry out unique training strategies with a special cohort of trainees in order to meet the need for leadership personnel with a broader background of expertise that crosses a number of areas relevant to multidisciplinary, interagency, cross-categorical, comprehensive services. Students in the three to four year program will specialize in early childhood special education and minor in a complementary field (e.g., social work, human development, family participation). Coursework will be interdisciplinary. The program will offer mentor-led, year-long internships, long-term career planning, and computer literacy/computer use training.

Doctoral Leadership in Early Childhood Special Education: Preparing Researchers and Teacher-Educators

Leadership Personnel Grant	Funding Period: 1990-95
Directors: Paula Beckman & David Cooper	Telephone: (301) 405-6492
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029D00030

TARGET OF TRAINING: Doctoral students in early childhood special education.
TRAINING PROGRAM: The goal of the project is to prepare doctoral level personnel with skills in research, teaching, and advocacy. The doctoral program will provide training through a combination of coursework, intensive field placements, dissertation, and related research experiences. A major vehicle for attaining research experience is through a three-year research apprenticeship that systematically provides the trainee with structured experiences leading to independent research skills. Trainees also will participate (with faculty) in a monthly research colloquium as a forum for presenting and evaluating research. Trainees will have other opportunities to learn and practice communication skills by participating in grant writing, workshops, manuscript reviews, and guest lectures. Students will be prepared to assume leadership positions in universities, local school districts, state education agencies, private and public policy organizations, and the federal government.

Leadership Training for Occupational and Physical Therapists in School Systems and Early Intervention

Leadership Personnel Grant	Funding Period: 1989-94
Director: Sharon Cermak	Telephone: (617) 353-2727
Fiscal Agency: Sargent College of Allied Health, Boston University (Boston, MA)	Grant No.: H029D90004

TARGET OF TRAINING: Doctoral-level students in occupational and physical therapy.
TRAINING PROGRAM: The project will offer training to prepare occupational and physical therapists for leadership positions in advanced clinical practice, research, and teaching in entry-level and graduate professional programs. The three-year program will emphasize the knowledge and theory underlying intervention with handicapped infants, toddlers, preschoolers, children, and youth, and their families. This focus on early intervention and therapy in the public schools will be incorporated within the pediatric specialization of its interdisciplinary doctoral program in therapeutic studies, leading to a Doctor of Science degree. The program will provide in-depth study combined with research experiences in the area of pediatrics. Students in the program will be trained to assume leadership roles as professional educators, advanced practitioners, consultants, researchers, and administrators.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant	Funding Period: 1989-92
Director: Samuel Meisels	Telephone: (313) 747-1084
Fiscal Agency: Center for Human Growth and Development, University of Michigan (Ann Arbor, MI)	Grant No.: H029D90032

TARGET OF TRAINING: Doctoral-level students with bachelor's degree with certification or master's degree in education or psychology. Students enrolling must have classroom experience with young children and children with special needs.

TRAINING PROGRAM: The project will provide leadership training with a strong emphasis on applied developmental psychology and educational research. The program will include two to three years of coursework and at least two years of research and research-based dissertation work, leading to a Ph.D. Students will complete coursework in early childhood special education, applied developmental psychology, and policy analysis. Practica and field assignments will follow an apprenticeship model, where students will work on faculty-directed research projects related to early childhood special education.. Students will be provide with a broad range of educational, practica, and research experiences that will prepare them for leadership positions as college teachers, researchers, program specialists, and policy analysts in early childhood special education.

Interdisciplinary Postdoctoral Training in Early Intervention

Leadership Personnel Grant	Funding Period: 1990-95
Directors: Don Bailey & Rune Simeonsson	Telephone: (919) 966-4250
Fiscal Agency: University of North Carolina (Chapel Hill, NC)	Grant No.: H029D00059

TARGET OF TRAINING: Postdoctoral students from diverse professionals and educational backgrounds, including (but not limited to) special education, early childhood, school or developmental psychology, occupational or physical therapy, speech-language pathology, audiology, nursing, medicine, nutrition, social work, and public health.

TRAINING PROGRAM: The project will offer an interdisciplinary postdoctoral training program in early intervention to provide an opportunity for recent doctoral graduates and experienced professionals to expand their research skills and apply them to significant questions about early intervention for children with disabilities and their families. Among the postdoctoral fellows, four will be recent doctoral graduates who will participate in a two-year fellowship program, and seven advanced professionals, such as university faculty who wish to build research skills or begin a new line of inquiry, who will participate in a one-year fellowship program. An individualized set of experiences and activities will be designed for each fellow, based on prior experience, research interests, and personal goals. Program requirements include 1) participation in a core seminar on early intervention research issues and methodologies, 2) participation in an advanced proseminar emphasizing themes of longitudinal, life-course development, and interdisciplinary health-behavioral research integration, and 3) engagement in one or more planned research activities.

Interdisciplinary Training in Early Intervention

Leadership Personnel Grant	Funding Period: 1989-94
Director: Rune Simeonsson	Telephone: (919) 962-5579
Fiscal Agency: University of North Carolina (Chapel Hill, NC)	Grant No.: H029D90062

TARGET OF TRAINING: Doctoral students with academic or practical experience in education, psychology, or allied health areas (including occupational and physical therapy), who show promise for leadership in early intervention. Special efforts will be made to attract minority candidates.

TRAINING PROGRAM: The project will offer an interdisciplinary training program to prepare leaders in school psychology, special education, and allied health to advance the teaching, research, and clinical base of early intervention for handicapped infants, toddlers, and young children, and their families. The program offers a strong research core in infancy and early childhood, and family services. Students will complete pursue an area of concentration and a minor area related to early intervention. Training will include required coursework in the home department, common courses, and applied experiences in clinical and research settings. Practica settings include clinical sites, preschools, early childhood centers, and school-related health settings. Each component will focus on the development of competencies for early intervention leaders in terms of teaching, research, and clinical skills. Training will lead to a Ph.D. in Special Education for education and allied health students, and in School Psychology for psychology students.

Interdisciplinary Early Childhood Leadership Training Project

Leadership Personnel Grant	Funding Period: 1990-93
Directors: Ronald Sommers & Philip Safford	Telephone: (216) 672-2672
Fiscal Agency: Kent State University (Kent, OH)	Grant No.: H029D00028

TARGET OF TRAINING: Doctoral students in special education (early childhood emphasis), speech and language pathology, and audiology.

TRAINING PROGRAM: The goal of the project is to prepare doctoral students to serve in leadership roles associated with services for young children with handicaps and their families. Students will experience a carefully planned and sequenced set of interdisciplinary training activities, complementary to their respective courses of study, over a three-year period. The training program will establish competencies for each of the following major role functions: research, supervision and interdisciplinary team leadership, policy analysis/implementation and program administration, and preservice and inservice training of professional personnel. The interdisciplinary nature of the program is reflected in faculty and student representation, common course requirements to be satisfied by all trainees, special training mechanisms in interdisciplinary team processes (interdisciplinary seminar sequence, one-week institute, externship placements, colloquia), and shared field-based training experiences in which trainees assume leadership roles in ongoing service delivery to young children and families, program development, training, and research.

Interdisciplinary Leadership Training in Early Intervention

Leadership Personnel Grant	Funding Period: 1989-94
Director: Philippa Campbell	Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)	Grant No.: H029D90062

TARGET OF TRAINING: Doctoral students with previous training in physical or occupational therapy, speech pathology, school psychology, early childhood education, or special education.

TRAINING PROGRAM: The project will offer interdisciplinary training to prepare leaders in early intervention who will be able to a) design and administer programs for infants and toddlers with disabilities, and their families; b) develop and implement inservice training programs for interdisciplinary early intervention personnel; and c) conduct program evaluation, policy, intervention, and other types of research. Training is competency-based and includes extensive and varied opportunities for experiential and mentorship-based learning, coordinated with formal coursework. The program is flexible, and builds upon students' previous academic and work experiences and future career goals. The project features interinstitutional, interdepartmental collaboration among the various department fo Children's Medical Center of Akron and the seven colleges and departments of Kent State University. Following completion of program competencies, students will receive a Ph.D. degree in speech pathology, school psychology, or special education.

Preparing Doctoral Level Leadership Personnel in Communications for Infants, Toddlers and Preschoolers

Leadership Personnel Grant	Funding Period: 1990-95
Director: Glenda Ochsner	Telephone: (215) 448-4970
Fiscal Agency: University of Oklahoma (Norman, OK)	Grant No.: H029D00091

TARGET OF TRAINING: Doctoral-level personnel in speech-language pathology and audiology. Students include minorities and persons with disabilities.

TRAINING PROGRAM: The project will offer a training program to prepare leadership personnel in speech-language pathology and audiology who are knowledgeable in the specific communication problems of at-risk and severely handicapped infants, toddlers, and preschoolers, and have good working knowledge of the use of modern technology, including augmentative instrumentation and computers. The program will combine graduate coursework in normal and disordered communication and related areas; advanced practicum; applied research; and training assignments. Students will be prepared to serve in a variety of roles involving teaching, research, service provision, supervision, and administration.

Early Childhood Doctoral Training School Psychology Program

Leadership Personnel Grant	Funding Period: 1990-95
Directors: Mark Shinn, Roland Good & Diane Bricker	Telephone: (503) 346-2144
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029D00056

TARGET OF TRAINING: Doctoral-level school psychologists.
TRAINING PROGRAM: The project will offer School Psychology/Early Childhood leadership training focused on infants and young children who are at-risk or handicapped, and their families. Students will be trained in 1) conducting functional and ecologically valid assessment of at-risk and handicapped infants and toddlers and their families; 2) designing, implementing, and evaluating early intervention programs; 3) conducting applied research for the enhancement of educational services; and 4) providing instruction and training in the area of early childhood/school psychology at institutions of higher education. Training activities will include didactic coursework in relevant areas, practica, research training, and teaching experiences. Practica will be designed to offer extensive experiences in early childhood/special education assessment, intervention, evaluation, consultation, counseling and family support issues, and policy development.

Leadership Training in Early Intervention

Leadership Personnel Grant	Funding Period: 1989-94
Directors: Diane Bricker & Jane Squires	Telephone: (503) 686-3568
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029D90110

TARGET OF TRAINING: Doctoral students with backgrounds in education, allied health, and related disciplines.
TRAINING PROGRAM: The project will offer prepare personnel to provide leadership in the area of infants and young children, birth who are handicapped or at risk, and their families. The program has three objectives: 1) preparing students to become experts in program, development, implementation, and evaluation for children with special needs and their families; 2) preparing students to become experts in policy development for children with special needs and their families; and 3) preparing students to conduct research that is directed toward the enhancement of educational services for children with special needs and their families. Training will be highly individualized, with a core research emphasis. The program leads to a doctorate in Special Education.

Doctoral Program in Pediatric Physical Therapy

Leadership Personnel Grant	Funding Period: 1990-95
Director: Susan Effgen	Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)	Grant No.: H029D00005

TARGET OF TRAINING: Doctoral students in pediatric physical therapy.
TRAINING PROGRAM: The project will offer doctoral studies aimed at training pediatric physical therapists to assume leadership roles through teaching, research, or clinical practice for infants, toddlers, children and youth with handicaps, and their families. The program is committed to training high-level professionals who have the advanced skills necessary to evaluate and treat a diverse population of children, the expertise to develop and manage service delivery programs, and the skills and theoretical knowledge to teach at the college level, and who are prepare to do significant research. The doctoral program is designed to provide a comprehensive course of study in pediatric physical therapy, and is divided into five areas: research processes, teaching, basic sciences, pediatric physical therapy evaluation and intervention, and a related cognate area. Practica, comprehensive and qualifying examinations, and a dissertation are required. Students in the leadership program will be required to take courses on physical therapy in educational environments and working with families, participate in practica in educational environments, develop a publishable project, and complete a dissertation related to physical therapy in educational environments.

Leadership Training in Early Childhood Special Education

Leadership Personnel Grant	Funding Period:1989-94
Director: Ann Kaiser	Telephone: (615) 322-8186
Fiscal Agency: Peabody College, Vanderbilt University (Nashville, TN)	Grant No.: H029D90071

TARGET OF TRAINING: Doctoral-level students who have a master's degree in education or a related field, and at least two years of teaching experience.
TRAINING PROGRAM: The project will offer interdisciplinary, competency-based training in early childhood special education that focuses on developing professional leadership skills in three areas: research, teacher training, and social policy. The program is a subset of the larger Special Education program, with heavy emphasis on research, methodology, and empirical studies. Students will complete a core of special education courses, a seminar each semester that addresses research issues, and a minor that is related to early childhood issues (e.g., families, speech/language, social policy). Students will teach college-level courses and serve as mentors for incoming masters-level students. The research sequence for each student will move progressively from providing assistance on faculty research projects, to conducting independent research investigations. Training will draw on faculty and professional staff from a wide variety of academic and early education settings. An innovative aspect of the program is the use of a "Junior Colleague" training model to facilitate development of professional skills by minimizing the distinction between student status and faculty in research activities. The program will encourage student involvement in professional organizations and activities, such as conference presentations and consultations.

Ph.D. Emphasis in Special Education

Leadership Personnel Grant	Funding Period: 1989-93
Director: Sarah Rule	Telephone: (801) 750-1987
Fiscal Agency: Utah State University (Logan, Ut)	Grant No.: H029D90112

TARGET OF TRAINING: Doctoral students with master's degrees in special education or related services fields.

TRAINING PROGRAM: The project will establish an early childhood special education emphasis within the existing doctoral program in the Department of Special Education. Students will be trained to prepare personnel; conduct research; develop and supervise intervention programs for preschool children with handicaps; and define policies and evaluate and administer programs at the state and local levels. Students may elect to specialize in the birth-to-2 or 3-to-5 population. Students will be required to complete required coursework, participate in research and other scholarly work, teach at the college level, and complete an extended internship in their area of specialization. Internship placements may involve working in service programs for infants or preschoolers, with ongoing research programs, or with state agencies engaged in policy development.

Training Personnel for the Education of Young Children with Severe and Profound Multiple Handicaps Served in Early Childhood Settings

Low-Incidence Grant	Funding Period: 1989-92
Director: Barbara Thompson	Telephone: (913) 864-4594
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029A90042

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a program prepare certified early childhood special education teachers to work in integrated early intervention programs with young children with severe and profound multiply handicapping conditions, including deaf-blindness. The project will increase the number of trainees in the general Early Childhood Special Education Program and in the dual teacher certification/masters degree program in Early Childhood Special Education (EC-SPED) and the Severe, Profound, Multiple Handicaps and Deaf-Blind (SPMH/D-B) area. Special coursework and experiences will be directed toward the development of competencies in assessment, planning, and implementation strategies required for a broad range of applications of assistive technology needed by students to increase control over their lives; maximize their participation in home, school, and community environments; and enhance inter-actions with family and peers. Materials and practica will include competencies for integrating young children with severe/profound handicaps into both mainstream community day care and preschool programs, and cross-categorical reverse mainstream early childhood special education programs. Course materials will address assessment procedures related to behavioral state, procedures for working with students who require medical procedures, and procedures and precautions for working with student who have potentially communicable diseases.

An Interdisciplinary Family Systems Training Program for Service Providers to Deaf Infants/Toddlers and Their Families

Low-Incidence Grant	Funding Period: 1990-92
Director: Marie Thompson	Telephone: (206) 543-4011
Fiscal Agency: University of Washington (Seattle, WA)	Grant No.: H029A00043

TARGET OF TRAINING: Advanced graduate students from special education, educational psychology, social work, speech-language pathology, audiology, and nursing.
TRAINING PROGRAM: The project will develop a preservice training program to prepare students to work as infant specialists or as future educators of infant specialists. Training focuses on an interdisciplinary, family-systems approach to working with infants and toddlers who have severe bilateral hearing loss, and with their hearing families. Training will cover one academic year and will incorporate coursework and practica from six areas within five departments: Special Education/early CHildhood Hearing Impairment, Educational Psychology, Social Work, Parent/Child Nursing, and two tracks (speech-language and audiology) of Speech and Hearing Sciences. A critical component of the program is a 3-credit interdisciplinary seminar and practicum that will meet weekly. Students will be prepared to serve as members of multidisciplinary teams, and will acquire a set of generic interdisciplinary competencies and transdisciplinary skills that they would not acquire in their own departments. Practicum experiences will be provided in a variety of settings. Students will be required to give two major presentations: an individual presentation within their home department, and an all-day workshop, prepared and presented by the trainees collectively. The project will stress a leadership role for participating students with a view to preparing them to train other people.

Preparation of Entry Level Personnel to Provide Related Services to Newborn and Infant Children with Handicaps

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Directors: Sharon Willig & Toby Long	Telephone: (202) 687-8635
Fiscal Agency: Georgetown University (Washington, DC)	Grant No.: 029Q80059

TARGET OF TRAINING: Speech language pathologists at the master's level, and occupational therapists and physical therapists at the bachelor's level.
TRAINING PROGRAM: Training will focus on developing knowledge and competencies in the provision of services to medically fragile and at-risk infants and young children, birth to age 3, and their families. Students will attend the training program half-time, and will be employed by community agencies or Georgetown University Hospital half-time. Trainees will receive a variety of didactic, clinical, and community experiences which include direct work with infants and caregivers in the neonatal and pediatric intensive care units, assistance in transitioning from hospital to home care, parent training and support, follow-up assessments, accessing community resources, and developing effective interagency collaboration with service providers. Supervision will be provided by a professional in the trainee's primary discipline. Trainees will serve as members of interdisciplinary evaluation and treatment teams.

Preparation of Personnel to Provide Long-Term Special Education and Related Services to Infants and Children with Handicaps

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Rachel Stark	Telephone: (317) 494-3788
Fiscal Agency: Purdue University (West Lafayette, IN)	Grant No.: 029Q80041

TARGET OF TRAINING: Special educators, early childhood education specialists, and speech-language pathologists .
TRAINING PROGRAM: The project offers a masters-level preservice training program that will prepare trainees to provide direct and indirect services to newborn and infants children with handicaps. The three-year program offers intensive field-based experiences and a core of specially designed university courses, in addition to the regular coursework required by students' respective departments. Training will focus on provision of long-term special education and related services, but some exposure to short-term treatment in the intensive care nursery will be included to provide trainees with greater breadth of knowledge. Training will address team decision-making and the design of individual interventions. The program will prepare graduates to provide resources and consultation to regular education personnel and families of children with severe handicaps, and, to some extent, to nurses and physicians.

Preparation of Personnel to Provide Special Education and Related Services to Newborn and Infant Children with Handicaps

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Scott McConnell	Telephone: (612) 624-6365
Fiscal Agency: University of Minnesota (Minneapolis, MN)	Grant No.: 029Q80008

TARGET OF TRAINING: Graduate students from preservice training programs in special education and seven related service fields: educational psychology, speech/language pathology, social work, public health, nursing, physical therapy, and occupational therapy.
TRAINING PROGRAM: The project will develop an interdisciplinary early intervention training program that focuses on developing competencies for working with children, birth to age 3 years, who may be at risk or have developmental delays, and with their families. Courses will be developed to address critical issues in providing interdisciplinary services. Training will include an early intervention overview, instruction in applied interdisciplinary approaches, a weekly seminar, and practicum experience in an agency that takes an interdisciplinary approach to working with infants and toddlers with handicaps, and their families. Professors from each of the eight discipline areas who have expertise in early intervention will form an interdisciplinary Core Faculty with responsibility for planning, arranging, and supervising practica.

Preparation of Early Development Specialists (PEDS)

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Bruce Mallory	Telephone: (603) 862-2310
Fiscal Agency: University of New Hampshire (Durham, NH)	Grant No.: 029Q80033

TARGET OF TRAINING: Graduate students in special education, occupational therapy, physical therapy, nursing, and social work.
TRAINING PROGRAM: The project will expand the current master's program in Early Childhood Special Needs, a 42-credit program that prepares teachers and related services personnel to work with preschool children with educational handicaps. The PEDS component will add coursework and a year-long internship addressing the needs of children, birth to age 3 years, who have been diagnosed as handicapped or at risk for development impairments. The program will emphasize the role of the Early Development Specialist in supporting families during development of the individualized family service plan; provision of treatment through transdisciplinary approaches, with the Early Development Specialist as primary service provider; and the importance of collaboration between educators and pediatricians in the treatment of very young children at biological or medical risk. The project will identify competencies for the Early Development Specialist; produce and disseminate a training manual; and provide on-site technical assistance to six early intervention programs.

Interdisciplinary Training in Family-Focused Infant Intervention

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Ansley Bacon	Telephone: (914) 285-8204
Fiscal Agency: Westchester County Medical Center (Valhalla, NY)	Grant No.: 029Q80020

TARGET OF TRAINING: Professionals who are currently employed in programs or services for children, birth to age 3 years, with or at risk for developmental disabilities; and who hold a bachelor's, master's, or specialist degree in one of the following fields: special education, early childhood education, speech pathology, nutrition, occupational therapy, physical therapy, nursing, social work, or psychology.

TRAINING PROGRAM: The program will offer specialized training in each of four major course areas: interdisciplinary infant assessment; family assessment and the development and implementation of the individualized family service plan; provision of case management services; and planning for effective transitions to preschool programs. The two-semester program will provide 280 hours of clinical training, formal coursework, and supervised practicum experiences. Coursework will be provided at the Mental Retardation Institute (MRI) and will be taught by faculty from education, health, and related disciplines. Practicum experiences at MRI will be supplemented by a series of structured observations in center- and home-based community programs. Students will receive a diploma in Interdisciplinary Family-Focused Infant Services, which may serve as partial credit toward a master's in public health degree.

Family and Infant Specialist Training Program

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Carl Dunst	Telephone: (704) 433-2825
Fiscal Agency: Western Carolina Center (Morganton, NC)	Grant No.: H029Q80045

TARGET OF TRAINING: Special education teachers and allied professionals at the graduate level.

TRAINING PROGRAM: The training program will consist of a four-course sequence as a special strand of the master's degree program in early childhood special education. Course topics will address infant development; family functioning; assessment of infants, families, and the community; early intervention and family support; and the ecology of early intervention. Coursework will be provided within the context of a direct service program serving infants with handicaps and their families. An apprenticeship/tutelage model will be used to train students in the competencies identified as crucial for a Family and Infant Specialist. After training, students will be able to function as specialists serving infants and families in a variety of service settings, including home, center, and clinic.

Personnel Preparation - Newborns, Infants and Toddlers

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: William McInerney	Telephone: (419) 537-2284
Fiscal Agency: University of Toledo (Toledo, OH)	Grant No.: 029Q80040

TARGET OF TRAINING: Special education, early education, and elementary school teachers, and nursing and related services personnel who are working with infants and young children.

TRAINING PROGRAM: The project offers a multidisciplinary graduate level program for professionals who will provide early intervention services to infants and young children with or at risk for developmental disabilities. The training program will include a minimum of 48 hours of coursework and 100 hours of practicum, leading to a master's (M.Ed.) or education specialist (Ed.S.) degree. Academic coursework and practicum training experiences will be offered in such topics as infant/toddler development, medical aspects of the neonatal and pediatric intensive care units (NICUs and PICUs), atypical motor development, medical care issues, family intervention and support training, interdisciplinary team training, and models of related services. Training will be provided by a variety of service professionals, including special educators, occupational therapists, physicians, and nurses. Practicum placements will be available in NICUs and early intervention programs.

Training of Parent-Infant Specialists for Hearing-Impaired and Multiply Handicapped Children

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Nancy Rushmer	Telephone: (503) 279-4206
Fiscal Agency: Infant Hearing Resources (Portland, OR)	Grant No.: 029Q80053

TARGET OF TRAINING: Graduate-level professionals, including certified and experienced teachers of the deaf, speech/language pathologists, audiologists, special educators, and early childhood specialists.

TRAINING PROGRAM: The program is designed to prepare professionals to be parent-infant specialists who will develop and supervise programs for hearing-impaired and multiply handicapped children, birth to age 4 years, and their families. Training will be provided through coursework, seminars, observations, and practicum experiences, including an on-site practicum that enables students to work daily with infants and parents over an 8-month period. Topics addressed include program development and administration; habilitation of hearing-impaired infants and preschoolers; transdisciplinary programming; the medically at-risk infant; the family's NICU experience; transitioning between medical and rehabilitative settings; working with ethnic minorities; parent counseling and education; and inservice training of professionals. Students may earn a master' degree or receive Parent-Infant Specialist: Hearing Impaired certification. The training program is a revision and expansion of an existing parent-infant specialist training program.

Preparation of Infant Special Educators

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Kenneth Thurman	Telephone: (215) 787-6018
Fiscal Agency: Temple University (Philadelphia, PA)	Grant No.: 029Q80013

TARGET OF TRAINING: Special educators, especially those working in early intervention programs; and professionals from child care, elementary education, and psychology backgrounds who seek to be certified on the basic level.

TRAINING PROGRAM: The program is designed to prepare specialists to provide services to handicapped and at-risk newborns and infants and their families in day care centers, homes, hospitals, early intervention programs, and social service agencies. Graduates of the program will receive a master's degree in special education, but will take courses in several areas of study. Core faculty of the program include a special educator, a developmental psychologist, and a neonatologist. Students will be expected to complete 270-280 hours of practicum experiences and a master's project addressing some aspect of intervention or development of handicapped infants.

Preparing Early Intervention Specialists to Serve Newborn and Infant Children at Risk or with Identified Handicaps and Their Families within Rural Vermont

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Wayne Fox	Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)	Grant No.: 029Q80024

TARGET OF TRAINING: Professionals in psychology, special education, early childhood, speech/language pathology, physical therapy, occupational therapy, nursing, and social work who have a minimum of two years' experience working with young children and families.

TRAINING PROGRAM: The project will offer a 30-credit hour competency-based, interdisciplinary preservice program to train Early Intervention Specialists to serve newborns and infants who are at risk or have identified handicaps, and their families. Each trainees will participate in year-long practicum experiences concentrating on family-focused interventions for newborns and infants. These practica will be conducted in cooperation and collaboration with the Medical Center Hospital of Vermont's Newborn Intensive Care Unit and local and state programs. Interdisciplinary coursework will be designed to extend and supplement practicum experiences. Graduates will be prepared to provide individualized, family-focused interventions; implement individualized, family-focused services across a variety of service settings; and work with other agencies and disciplines to establish, coordinate, and evaluate service delivery systems within Vermont's rural communities. Training leads to a master's degree in education or a Certificate of Advanced Study.

Field-Based Graduate Training Program in Infant Family Services

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Jennifer Kilgo	Telephone: (804) 367-1305
Fiscal Agency: Virginia Commonwealth University (Richmond, VA)	Grant No.: 029Q80034

TARGET OF TRAINING: Educators from various backgrounds who are employed by public and private agencies that serve infants who are handicapped or at risk, and their families.
TRAINING PROGRAM: The project will offer a competency-based graduate training program to prepare early childhood special educators as direct service providers in a variety of settings for infants and families. Trainees will complete a 45-credit hour graduate program on a part-time basis (over two years). The program consists of coursework, seminars, program tasks (competencies), and sequenced field-based experiences. A minimum of 250 hours of closely supervised field placements will be required. The program leads to an M.Ed., with certification for teaching handicapped preschoolers (age 2 to 5 years). Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

Occupational Therapy Training in Early Intervention Services

Newborn/Infant Personnel Grant	Funding Period: 1988-91
Director: Elizabeth Kanny	Telephone: (206) 545-7411
Fiscal Agency: Department of Rehabilitation Medicine, University of Washington (Seattle, WA)	Grant No.: 029Q80014

TARGET OF TRAINING: Pediatric occupational therapists who have a bachelors degree and certification; a minimum of one year of clinical practice is preferred.
TRAINING PROGRAM: The project offers an infant specialization track within the existing graduate program in occupational therapy, to prepare pediatric occupational therapists to work with high-risk and handicapped infants in such settings as early intervention programs and high-risk follow-up clinics. In addition to core courses in the regular graduate program, the infant specialization track will add four courses related to infant assessment and intervention, drawing on various educational and medical disciplines: therapeutic intervention for infants at risk or with handicaps; research seminar in early identification and early intervention; applications of measurement systems (adapted for the infant track); and interventions with families or family adaptation. Students will participate in a practicum focusing on assessment of high-risk infants and a practicum on intervention with infants with handicaps. Each practicum will be designed to include specific learning objectives to meet course competencies, and will be evaluated through on-site supervision, videotaped feedback sessions, and clinical evaluation of student performance. Students may enroll on a full- or part-time basis.

School Psychology Specialty in Early Intervention

Related Services Grant	Funding Period: 1990-93
Director: Rick Short	Telephone: (205) 844-5160
Fiscal Agency: Auburn University (Auburn, AL)	Grant No.: H029F00011

TARGET OF TRAINING: Graduate-level students with backgrounds in school psychology, psychometry, or special education. Special efforts will be made to recruit and train persons who wish to work in isolated rural areas where specialized services are relatively inaccessible.
TRAINING PROGRAM: The project will of offer an interdepartmental training program that will prepare personnel to provide psychological and educational services to children, birth to age 8 years, with handicaps and their families in a variety of settings. The program will consist of two years of coursework beyond the bachelor's degree and a one-year internship. Students will pursue coursework in school psychology and receive specialized training in assessment of very young children, infant and preschool intervention, and planning and intervening with families of children with disabilities. Internships will be completed in interdisciplinary settings that provide exposure to medical, psychological, and educational disciplines. Students also will be provided with supervised practicum experiences in schools. At the completion of the program, students will receive the Ed.S. degree and sixth-year certification in school psychology. Training will be provided cooperatively by the Department of Counseling and Counseling Psychology and the Department of Rehabilitation and Special Education.

First Start: Care of Handicapped Infants and Toddlers

Related Services Grant	Funding Period: 1989-92
Director: Marilyn Krajicek	Telephone: (303) 270-8734
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)	Grant No.: H029F90037

TARGET OF TRAINING: Paraprofessionals in child care and education who are at the undergraduate level.
TRAINING PROGRAM: The goals of the project is to improve the quality of preservice educational preparation and increase the numbers of child care workers and education aides. Participants will be trained to care for infants and toddlers with handicaps and chronic illnesses in nursery, education, and child care settings. Training will be provided through the 45-hour, educational course, First Start: Care of Handicapped Infants and Toddlers. New lessons on emerging care needs will be added to the existing curriculum, which has been pilot-tested in six states over the past three years. Nationwide dissemination of the First Start program will be expanded through innovative curriculum packaging and development of alternative methods of distribution. The project will identify community support services for infants and toddlers with handicapped through interdisciplinary collaboration between professionals and paraprofessionals in health and education, in concert with family members and voluntary associations.

Paraprofessional Training in Early Childhood Special Education

Related Services Grant	Funding Period: 1990-93
Directors: Allen Huang & Lyman Hunter	Telephone: (303) 351-1668
Fiscal Agency: University of Northern Colorado (Greeley, CO)	Grant No.: H029F00030

TARGET OF TRAINING: Students at the paraprofessional level in early childhood special education.
TRAINING PROGRAM: The project will provide training to paraprofessionals to work with preschool children with special needs and their families throughout Colorado. The program encompasses 10 semester hours (one academic year) of coursework in special education of infants and toddlers, including an introduction to the special education requirements and delivery techniques for infants and toddlers. Training will include practica and field placements. The project will seek to expand the number of quality mainstream placement opportunities for preschool children with special needs by providing paraprofessional training for public and private child care center and preschool staff. The training program will be coordinated between the University of Northern Colorado and the Front Range Community College, so that students may enter early childhood special education (ECSE) training at the paraprofessional level, continue through an Associate of Arts degree, and move on to certification as an ECSE teacher at the masters level with as little duplication and/or loss of credit as possible. Project components are designed to complement the Colorado Department of Education's recommendations for paraprofessional training.

Preparation of Related Services Personnel in Occupational Therapy of Infants and Young Children

Related Services Grant	Funding Period: 1990-93
Director: Jodi Redditi-Hanzlik	Telephone: (303) 491-7304
Fiscal Agency: Colorado State University (Fort Collins, CO)	Grant No.: H029F00026

TARGET OF TRAINING: Graduate-level students in occupational therapy, who hold a bachelor's degree in another area.
TRAINING PROGRAM: The project will provide training to prepare occupational therapists at the professional master's degree level to assume roles as effective special education team members for children, birth to age 8 years, with handicaps and their families. Students will participate in special practica and coursework focusing on the needs of infants and young children. Practica placements will include hospitals, community agencies, and educationally based settings with transdisciplinary team planning, and will focus on such concepts as normalization, family-centered approach, and family empowerment and enablement. Graduates from the program will meet the certification requirements established by the American Occupational Therapy Association and the Colorado Department of Education, and will be eligible for public school employment as occupational therapists. The project will integrate early special education-related competencies and content into the graduate and undergraduate degree programs for occupational therapy students, and will establish an ongoing curricular emphasis in the area of early special education for occupational therapy students at Colorado State University.

Pediatric Physical Therapy Multidisciplinary Training Model

Related Services Grant
Director: Martha Clendenin
Fiscal Agency: University of Florida (Gainesville, FL)

Funding Period: 1989-92
Telephone: (904) 395-0085
Grant No.: H029F90072

TARGET OF TRAINING: Masters-level students in physical therapy.
TRAINING PROGRAM: The project will develop a specialized area of interdisciplinary graduate study in pediatric physical therapy and special education. Through this program, physical therapists ill acquire skills in advanced pediatric physical therapy, teaming, transdisciplinary consultation, and peer facilitation that are vital for the successful recruitment and retention of physical therapists in the public school system. The project will develop a model curriculum that enhances the exposure of preservice therapists to the public school system and that can be implemented at other universities within the state and region. Completion of the curriculum will lead to Master of Health Science degree in Physical Therapy. The effectiveness of the project will be evaluated by a comprehensive plan involving 1) monitoring of students' coursework through grades, graduate committees, and course evaluations; 2) reviewing recommendations of the Interdisciplinary Advisory Council; 3) reviewing recommendations of the national consultant; and 4) reviewing employment selection and program questionnaires of alumni.

Statewide Training Network for Preservice Training for Early Childhood Special Education and Cross-Categorical Special Education Paraprofessionals

Related Services Grant
Director: W. Merle Hill
Fiscal Agency: Kansas Association of Community Colleges
(Topeka, KS)

Funding Period: 1989-94
Telephone: (913) 357-5156
Grant No.: H029F90021

TARGET OF TRAINING: Early childhood special education and cross-categorical special education paraprofessionals at the undergraduate level.
TRAINING PROGRAM: The project will develop and refine a statewide training network to provide preservice training at the associate degree level for paraprofessionals who work in infant and early childhood programs special education and in cross-categorical programs. The program will formulate and adopt a core curriculum for preservice community college programs, and provide technical assistance to community colleges in identified midwestern states to adapt or adopt the preservice model. Specialized training will be provided for paraprofessionals in specific priority topic areas, including technology, behavior management, severe health problems, legal and ethical issues, and communication skills.

School Psychology/Interdisciplinary Infant/Toddler Specialization

Related Services Grant	Funding Period: 1989-92
Director: Susan Epps	Telephone: (402) 559-5762
Fiscal Agency: Meyer Rehabilitation Institute (Omaha, NE)	Grant No.: H029F90074

TARGET OF TRAINING: Masters-level students in school psychology.
TRAINING PROGRAM: The project will develop an educational and practicum sequence in handicapped and at-risk infant/toddler specialization for students in school psychology programs. Training will emphasize an interdisciplinary perspective and will include didactic coursework and pro-seminars, and supervised, competency-based practicum experience in community, hospital, and clinic settings. The courses and pro-seminars will be available to students from other degree programs. Students will develop competencies in five general areas: assessment, intervention techniques, consultation and collaboration, medically fragile infants and toddlers, and family needs and services.

Occupational Therapy: Intervention Preservice Training Program

Related Services Grant	Funding Period: 1989-91
Director: Jim Hinojosa	Telephone: (718) 270-2324
Fiscal Agency: SUNY Health Science Center at Brooklyn (Brooklyn, NY)	Grant No.: H029F90098

TARGET OF TRAINING: Occupational therapists at the undergraduate and graduate levels.
TRAINING PROGRAM: The project is designed to prepare occupational therapists with the skills to provide appropriate, quality early intervention services to handicapped infants and toddlers and their families in Brooklyn. The training program includes two interrelated training phases. The primary objective of the first phase is to provide occupational therapy supervisors with advanced methods necessary to supervise and train occupational therapy students in early intervention services. The second phase involves a 12-week didactic and clinical experience to prepare occupational therapy students to provide family-centered intervention based on an Individualized Family Service Plan and to work in partnership with other professionals in providing appropriate interventions.

Training: Occupational Therapy Management in Schools

Related Services Grant
Director: Kenneth Ottenbacher
Fiscal Agency: State University of New York at Buffalo
(Buffalo, NY)

Funding Period: 1990-93
Telephone: (716) 831-3141
Grant No.: H029F00021

TARGET OF TRAINING: Graduate-level students in occupational therapy.
TRAINING PROGRAM: The project will extend the TOTEMS (Training: Occupational Therapy Education Management in Schools) curriculum by adding a component on serving infants and toddlers with special needs and their families. The original TOTEMS curriculum was designed to help hospital-based therapists make the transition from medically based therapy (i.e., doctor-nurse teams) to school-based therapy, working with teachers, administrators, and other non-medical personnel and students. The SUNY-Buffalo program previously adapted TOTEMS establish a school-based practice track within the Master of Science degree program in occupational therapy. The project will use the TOTEMS as a model to create courses for therapists who will be working in family (parent-children) environments. The program will integrate early intervention coursework and practica in with the usual pediatric core courses the students are already taking. The practica involve field placements in home-based and hospital outpatient settings. Training content and competencies will reflect an emphasis on providing family-oriented, rather than child-oriented, services for infants and toddlers. Trainees will be prepared to plan and deliver effective treatment programs in a wide range of settings, and serve as consultants and supervisors of other educational team members.

Early Childhood Training in Occupational Therapy

Related Services Grant
Directors: Helen K. Grant & Jane Cass-Smith
Fiscal Agency: Ohio State University (Columbus, OH)

Funding Period: 1990-93
Telephone: (614) 292-5824
Grant No.: H029F90037

TARGET OF TRAINING: Undergraduate and graduate students in occupational therapy.
TRAINING PROGRAM: The project will develop, institute, evaluate and disseminate an educational program to prepare occupational therapists with competencies for working with young children with special needs in early childhood settings. The project has three objectives. The first objective is to increase and upgrade the content of the undergraduate curriculum regarding therapy with young children, by adding content on working with families and young children in early intervention and preschool settings. The second objective is to develop and offer a course and a 10-week fulltime fieldwork in an early childhood program is for "super seniors," undergraduates who have met all of the requirements for the bachelor's degree, are taking the certification exam, and are enrolled as students but not in a formal graduate program. The third objective is to develop and institute graduate courses and practica that will enable occupational therapists to achieve the best practice competencies. Students will be required to complete a core of six courses in advanced theory and practice with children, family dynamics, interdisciplinary teamwork, and special education with young children. Many of the competencies will be achieved and evaluated through a practicum taken at the end of the course of study. Trainees who complete the graduate program will receive a Master's of Science degree from the School of Allied Medical Professions.

Preparation of Physical Therapists for Public School and Early Intervention Programs

Related Services Grant	Funding Period: 1990-93
Director: Irene McEwen	Telephone: (405) 271-2130
Fiscal Agency: University of Oklahoma (Oklahoma City, OK)	Grant No.: H029F00056

TARGET OF TRAINING: Physical therapists at the graduate level, with at least two years of professional experience.
TRAINING PROGRAM: The project will prepare graduate physical therapists at the advanced master's degree level to provide services to infants, toddlers, children, and youth with handicaps in public schools and early intervention programs. The advanced master's degree is a two-year program. An essential component of training is cross-professional preparation, involving coursework and practica with students and faculty from other disciplines serving early intervention and special education programs. Students will be prepared to conduct applied research, critical for improving the effectiveness of therapy services, through participation in faculty projects and the completion of the master's thesis. The goal is to increase the number of physical therapists who are well-qualified to provide both school therapy and early intervention services. The knowledge and skills of graduates should also extend beyond the children whom they serve directly, through inservices, consultation, and other leadership roles they will be prepared to assume.

Training of Psychologists to Serve Infants and Young Children

Related Services Grant	Funding Period: 1990-93
Directors: Mark Shinn, Roland Good, & Diane Bricker	Telephone: (503) 346-2144
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029F00093

TARGET OF TRAINING: Graduate-level students in school psychology.
TRAINING PROGRAM: The project will offer training to prepare masters'-level school psychologists to provide services to infants and young children who are handicapped or at-risk, and their families. Students will be trained to 1) conduct functional and ecologically valid assessments of infants and young children and their families; 2) design and evaluate interventions that meet family as well as child needs and enhance the development of the child through inclusion of the family; 3) provide consultation to parents, teachers, and other related service personnel; and 4) evaluate early intervention programs for individuals and groups. Training will include didactic coursework in relevant areas, a series of practica experiences, and research training. Practica experiences will emphasize early childhood/special education assessment, intervention, evaluation, consultation, counseling, interagency collaboration, and family support issues. Training will lead to a master's degree in psychology and early intervention.

Preparation of Occupational Therapists to Provide Related Services within Special Education Settings to Infants and Toddlers with Handicaps and Their Families

Related Services Grant	Funding Period: 1989-92
Director: Janice Burke	Telephone: (215) 928-8010
Fiscal Agency: College of Allied Health Sciences, Thomas Jefferson University (Philadelphia, PA)	Grant No.: H029F90009

TARGET OF TRAINING: Masters-level occupational therapists.
TRAINING PROGRAM: The project will develop a training program to prepare occupational therapists to provide services to infants and toddlers with handicaps, using a culturally relevant, family-centered, interdisciplinary approach. Training will focus on the integration of knowledge and skills in understanding the child and family within the context of the special education/early intervention system. Trainees will be trained to view intervention as an interdependent process combining educational, medical, social, humanistic, and organizational ideas. Learning is structured in a spiral of complexity, and combines coursework, practica, and seminars. Graduates will show competence in the areas of assessment, treatment, consultation, and collaboration. Faculty and lecturers, representing the interdisciplinary early intervention team (special educators, physicians, occupational therapists, speech therapists, physical therapists, nurses, social workers, family members, caregivers, and community members), will participate in lectures, practica, and seminars to ensure that trainees are exposed to the multi-faceted nature of early intervention. Training will lead to a Master of Science Degree in Occupational Therapy, with a specialization certificate in Early Intervention.

Preparation of School-Based Pediatric Physical Therapists

Related Services Grant	Funding Period: 1989-93
Director: Susan K. Effgen	Telephone: (215) 448-4970
Fiscal Agency: Hahnemann University (Philadelphia, PA)	Grant No.: H029F9097

TARGET OF TRAINING: Masters-level physical therapists.
TRAINING PROGRAM: The project will offer specialized advanced training for pediatric physical therapists who will work with young children with handicaps.
Students will enroll in at least 48 semester hours of work in the basic sciences, advanced pediatric physical therapy evaluation and intervention, statistics, research design, courses specific to employment in educational environments, and a thesis relevant to pediatric physical therapy in an educational environment, as well as clinical practicum experience in a school with children having a wide range of handicaps. Evaluation will include student self-assessment, faculty and practicum supervisor evaluation, and Advisory Examination Committee assessment. Training is designed to prepare students as clinical specialists for handicapped children, role models for other physical therapists, and practicum supervisors and educators for future generations of physical therapy students. Masters students will be required to provide inservice training at various educational facilities, practicum sites, and professional meetings in order to share their advanced level of skills and knowledge with others. Training will lead to a Master of Science in Pediatric Physical Therapy.

Child Care and Special Education: An Approach to Training Related Services Personnel in Early Childhood Programs

Related Services Grant	Funding Period: 1990-93
Director: Karla Hull	Telephone: (303) 270-8734
Fiscal Agency: Norwich University (Northfield, VT)	Grant No.: H029F90037

TARGET OF TRAINING: Students at the associate and paraprofessional levels.
TRAINING PROGRAM: The project will seek to improve services for young children with handicapping conditions by increasing the number of trained, community-based child care providers. In support of this goal, the project has three objectives: 1) to assure that all licensed and registered child care providers in Washington, Lamoille, and Chittenden counties have an introductory level of awareness about children with special needs; 2) to create a corps of well-trained Child Development Associate (CDA) credential recipients who are willing and able to effectively serve children with special needs in child care centers and homes; and 3) to develop a system of coordination among human service agencies, public schools, and Vermont College in providing appropriate services to young children with special needs. Existing courses in the early childhood special education program will provide the foundation of this training. Information about children with special needs will be incorporated into regularly scheduled training activities in the two training regions so that all providers, not just those receiving specialized training, will have the opportunity to become informed about and familiar with the needs of children with handicapping conditions. The project is an extension of a successful set of Early Childhood Programs operated by Vermont College.

Interdisciplinary Field-Based Graduate Training Program in Infant/Family Services

Related Services Grant	Funding Period: 1989-94
Director: Bernardine Clarke	Telephone: (804) 786-0720
Fiscal Agency: Institute for Developmental Disabilities, Virginia Commonwealth University (Richmond, VA)	Grant No.: H029F90050

TARGET OF TRAINING: Masters-level students in nursing, social work, psychology, public health, occupational therapy, and physical therapy.
TRAINING PROGRAM: The project will develop and expand the personnel preparation graduate program to include non-traditional interdisciplinary field-based training that will prepare professionals to work in infant intervention services that serve infants and toddlers with special needs, and their families. Students will complete 12 graduate hours over a one-year period as part or in addition to the regular graduate program in their regular discipline. The program will consist of coursework (three courses), seminars (15 hours), program tasks (competencies), and field-based experiences (one course, minimum 150 clock hours) that will be coordinated with a field-based training project preparing students in early childhood special education for direct services with infants/toddlers and their families. Training outcome will be professionals who meet P.L. 99-457's definition of essential personnel who will be prepared to perform roles as direct services providers. Project staff and the interdisciplinary team will provide field-based training and supervision, expand the program to other interested disciplines as programs develop within the university, develop and maintain a parent advisory group, conduct project management and evaluation activities, and disseminate information and materials across the state and nationally.

Interdisciplinary Family Systems Approach

Related Services Grant	Funding Period: 1989-92
Director: Marie Thompson	Telephone: (206) 543-4011
Fiscal Agency: Experimental Education Unit, University of Washington (Seattle, WA)	Grant No.: H029F90045

TARGET OF TRAINING: Masters-level students in audiology, speech pathology, nursing, and social work whose career goals are to provide developmental, corrective, and supportive services to infants and toddlers with disabilities, and supportive services to families.

TRAINING PROGRAM: The project will develop a preservice, interdisciplinary training program with a family-systems approach for graduate students from four disciplines. Students will have completed at least one year of a master's degree program in their "home" discipline before entering the interdisciplinary program. During the "interdisciplinary year," students will work together for one year in a combined seminar/coursework/practicum program that provides opportunities for them to learn new competencies and practice new skills in a variety of placements (university-based integrated classrooms for infants and toddlers, community-based day care and Developmental Disability centers, and home-based settings). These students will work as team members with early childhood special education and pediatric occupational therapy students, supported by other training programs, in the practicum setting. Weekly seminars throughout the three-quarter year will focus on each of the different professions important in providing a full array of related services, as well as interactive strategies for accessing and making best use of them. For their remaining courses, students may choose a) courses in their home departments related to the birth-to-three populations, b) appropriate courses in the other participating departments, or c) courses in early childhood special education.

Navajo Nation Career Ladder Rehabilitation and Special Education Project

Rural Special Projects Grant	Funding Period: 1990-93
Director: Dana Russell	Telephone: (602) 724-3311
Fiscal Agency: Navajo Community College (Tsaile, AZ)	Grant No.: H029J00063

TARGET OF TRAINING: Professionals and paraprofessionals in special education and rehabilitation who are employed throughout the Navajo Nation (reservation).

TRAINING PROGRAM: The focus of the project will be on delivering training to a rural field population at the Associate of Arts (A.A.) and Bachelors (B.A.) degree levels. A secondary focus will be to provide technical support to seven rural sites scattered throughout the Navajo Nation. Training activities will be designed to maximize participation of a cross-section of reservation-based paraprofessionals and professionals, and will enable participants to study part-time while continuing to be employed full-time. Both the academic curriculum and the technical support will focus on preparing personnel to provide services to infants and toddlers with handicaps. Project activities will be carried out jointly by Navajo Community College, Navajo Vocational Rehabilitation Program, and the University of Arizona. Navajo Community College will offer developmental courses to provide paraprofessionals with a bridge to their college studies, as well as formal A.A. degree tracks. The University of Arizona will provide distant delivery courses at the bachelors levels for majors in rehabilitation and special education. The Navajo Vocational Rehabilitation Program will provide technical assistance in the forms of workshops, seminars, and other activities designed to upgrade reservation-wide vocational rehabilitation and special education services. Culturally appropriate topics will be included in these workshops to address issue and needs of the target population.

Field-Centered Preparation of Teachers in Early Childhood Education of the Handicapped and Severe Multiple Handicaps

Rural Special Projects Grant	Funding Period: 1990-93
Director: Earle Knowlton	Telephone: (913) 864-4154
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029J00040

TARGET OF TRAINING: Teacher trainees at the graduate level.

TRAINING PROGRAM: The goal of the project is to reduce the shortage of teachers in the areas of early childhood education of the handicapped and severe multiple handicaps in rural Kansas by providing a program of recruitment and training in participants' home communities. Coursework which normally would be taken on campus will be available to trainees in their home community through nontraditional delivery systems, such as compressed two-way interactive video telecommunication and adjunct instructional support via computer-assisted instruction and teleconferencing. Another project activity is the identification and strengthening of local classroom programs to provide high-quality field-based experiences. The project will work in collaboration with other Kansas colleges and universities geographically proximate with each training site to facilitate certification and degree programs for participants. Training content will involve coursework in early childhood education of the handicapped and severe multiple handicaps necessary for provisional certification in Kansas which is not available from other institutions of higher education.

Training Rural Educators in Kentucky (TREK)

Rural Special Projects Grant	Funding Period: 1989-92
Director: John Schuster	Telephone: (606) 257-8594
Fiscal Agency: University of Kentucky (Lexington, KY)	Grant No.: H029J90010

TARGET OF TRAINING: Masters-level students with undergraduate degrees in special education and related fields (e.g., family studies, social work, recreational therapy, psychology).
TRAINING PROGRAM: The project will provide graduate level programs in Early Childhood Special Education and Severely/Profoundly Handicapped designed to meet the needs of educators in rural areas of Appalachia Kentucky. Training is designed to prepare preservice personnel from a variety of fields to teach infants, toddlers, children, and youth with developmental disabilities who reside in rural areas. The programs will meet the requirements of existing programs at the University of Kentucky, but instruction will occur during fall and spring semesters in rural sites located at least 75 miles from Lexington. During the summer sessions, students will have the option of enrolling in courses on campus or off campus. The focus of the training program is on providing educational services in rural areas to children with developmental disabilities. Coursework and practica are designed for students in rural areas. In addition, a new course in Special Education Service Delivery in Rural Areas will be offered.

Montana Rural Early Intervention Training Program for School Psychologists

Rural Special Projects Grant	Funding Period: 1988-91
Director: Richard Van den Pol	Telephone: (406) 243-5344
Fiscal Agency: University of Montana (Missoula, MT)	Grant No.: 029J80029

TARGET OF TRAINING: Graduate students in psychology and special education.
TRAINING PROGRAM: The project will train school psychologists to work with young handicapped children and their families in rural or remote communities in Montana. Students will be trained to provide direct, consultative, and case management services to children, families, and agencies. The competency-based program will incorporate three new graduate courses into the required School Psychology curriculum: Rural Early Intervention School Psychology; early intervention practica in campus- and community-based special education preschools and early intervention programs; and a full-time internship in a rural, remote or reservation program serving young Native American children with special needs. Internship placements will be coordinated with staff and faculty from Western Montana College's Rural Education Institute and Salish-Kootenai Tribal College. Training will lead to a masters degree, with options for earning the Educational Specialist degree and certification as School Psychologist.

Preparing Early Intervention Personnel to Work in Rural Areas

Rural Special Projects Grant	Funding Period: 1990-93
Director: Jane Squires	Telephone: (503) 346-3568
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029J00053

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will offer a rural training program to prepare personnel to serve infants and young children with special needs and their families in rural communities. Training is designed to develop competencies in infant and child development, family, program management, professional development, and service delivery. One core course (3 credit hours) will be offered each term at a rural training site in Oregon, in addition to 4 hours of practicum. A different coursework site will be chosen for each of the project's three years. Practica will be at the current job placements for trainees who are employed, and at local community early intervention programs for trainees who are not employed in early intervention programs. The practicum supervisor will visit sites bi-monthly to supervise training and guarantee a link between coursework and practica. Instructors from the University of Oregon and the practicum supervisor will travel to community site to conduct coursework 12 hours per month. Distance training techniques are available for additional contact with instructors and the practicum supervisor. A three-quarter interdisciplinary issues seminar (1 credit hour each term) also will be offered to provide students the opportunity to learn about the roles/responsibilities of medical and allied health professionals and about transdisciplinary and interagency approaches in early intervention. Trainees will have the option of attending the University of Oregon in the summer for additional classes towards a Master's degree and/or special education certification.

Preparation of Personnel to Work in Rural Areas

Rural Special Projects Grant	Funding Period: 1990-93
Director: Lana Svien-Senne	Telephone: (605) 677-5311
Fiscal Agency: University of South Dakota (Vermillion, SD)	Grant No.: H029J00041

TARGET OF TRAINING: Special educators, early childhood educators, speech-language pathologists, educational psychologists, occupational therapists, and physical therapists at the graduate level.
TRAINING PROGRAM: The project will offer a preservice interdisciplinary training program to prepare personnel to serve children, birth through age 2 years, who are at-risk and their families. The population served will be 75% Native American. Trainees from within the Three Rivers Cooperative in South Dakota who have not had infant experience will be selected for the preservice training program. In order to release the trainees from their respective places of employment, the school district will be paid a stipend to cover the cost of a substitute, and the individual trainee travel costs. Training will focus on the knowledge and competencies necessary to address the needs of infants and toddlers with handicaps. An individualized training plan will be devised for each trainee and a primary disciplinary supervisor will be assigned. Trainees will receive a minimum of one full day of on-site training per month, based on the school calendar, and will complete practicum experiences between monthly training days. Trainees will function as members of an interdisciplinary evaluation and treatment team. In addition, trainees may opt for enrollment in an accredited graduate course, SPED 681, Workshop in Infant and Toddler Education, at the University of South Dakota. Continuing education credit is available. Trainees who complete the program will be awarded certificates.

Training of Personnel to Serve Infants and Young Children with Visual and Other Handicaps in Rural Areas

Rural Special Projects Grant — Funding Period: 1990-93
Director: Virginia Sowell — Telephone: (806) 742-2184 or -2345
Fiscal Agency: Texas Technological University (Lubbock, TX)) — Grant No.: H029J00027

TARGET OF TRAINING: Graduate-level students who wish to become teachers of blind/multihandicapped infants and children in their own rural area.
TRAINING PROGRAM: The project will offer a training program to prepare personnel within their home communities to work with young children with visual impairments. Project faculty will travel to educational service centers in rural areas to provide a series of classes. Training will address developing skills in infant intervention, deficit vision remediation techniques, bilingual/multicultural education, and parent counseling and intervention; incorporating consultative and liaison skills for working with personnel form other disciplines; and use of interdisciplinary teams in training and service delivery in rural, largely bilingual areas. A special courses on parental involvement also will be offered, with emphasis on working with Hispanic and Black parents. Students will have the opportunity to participate in two practica (one with early childhood professionals, and one in a home-based setting with parents). Liaison with rural community education and social welfare personnel will be stressed. Students will develop a resource manual for each of the regions in which they work, listing regional, state, and national resources for multihandicapped, blind infants and children and their families. The program lasts approximately two and one-half years and leads to the deficit vision and early childhood education for the handicapped credential

Preparation of Personnel in Speech-Language Pathology to Work with Infants, Toddlers, Preschoolers, and School-Aged Children

Rural Special Projects Grant — Funding Period: 1990-93
Director: Cheryl Pritchard — Telephone: (304) 293-4242
Fiscal Agency: West Virginia University (Morgantown, WV) — Grant No.: H029J00009

TARGET OF TRAINING: Graduate level students in speech-language pathology.
TRAINING PROGRAM: The project will provide direct academic and clinical preservice training to prepare speech-language pathologists to work with children with special needs in remote/rural areas. The isolation often experienced by rural practitioners necessitates comprehensive academic and clinical preservice training experiences to adequately prepare them to meet the unique challenges of working in rural areas. Students will be required to take two rural seminars and to spend one semester in a selected rural externship placement. Student externs also will participate in recruitment activities to help their respective counties fill vacancies, and will complete an individualize project designed to help develop competencies in working with infants, toddlers, preschoolers, and school-age children with special needs. Training will lead to a Master's degree and certification. The project will provide cooperative and consultative programs to assist rural special education administrators in recruiting and retaining speech-language pathologists. The project also will develop and implement a dissemination and network component to facilitate the exchange of information among professionals across the country who are involved in providing speech-language pathology services in rural areas.

Project TRAIN (Training Rural Area Interventionists to Meet Needs)

Rural Special Projects Grant
Director: Barbara Reid
Fiscal Agency: University of Wisconsin (Whitewater, WI)

Funding Period: 1988-91
Telephone: (414) 472-5808
Grant No.: 029J80057

TARGET OF TRAINING: Early childhood special education professionals with EC:EEN (Early Childhood: Exceptional Educational Needs) certification an experience in working with the 3-to-5 population.

TRAINING PROGRAM: The project will offer a preservice training program for professionals interested in working in rural areas with children, birth through age 5 years, and their families. The program is based on 50 competencies that outline the roles of early interventionists in rural areas. These roles include a) direct service provider to children, birth through age 2 years, and their families; b) transdisciplinary team member and facilitator; c) early interventionist for the birth through 5 population; d) community networker; e) leader in providing training, supervision, and advocacy; and f) director of own professional development. Training combines coursework, opportunities for fieldwork, and graduate practica experiences in a variety of settings, and leads to a master's degree. The program will be integrated into the existing curriculum of the Department of Special Education. A performance evaluation instrument will be developed to assess trainee competence in fieldwork and practicum experiences. A resource manual on the role of the early interventionist in rural areas will be developed and disseminated in a training institute for direct service providers during the project's third year.

CIRCLE: Comprehensive Interdisciplinary Research-Centered with Laboratory Emphasis Approach to Early Childhood Special Education

Special Educators Grant
Directors: Lawrence Johnson & Martha Cook
Fiscal Agency: University of Alabama (Tuscaloosa, AL)

Funding Period: 1989-92
Telephone: (205) 348-1444 or -7931
Grant No.: H029B90206

TARGET OF TRAINING: Students holding undergraduate degrees in early childhood special education, early childhood education, social work, nursing, human development, school psychology, and communication disorders; fifth-year program students; and non-degree teachers in Head Start centers.

TRAINING PROGRAM: The project will develop a training program to prepare early childhood special education (ECSE) teachers and service providers in related disciplines to meet the needs of young handicapped and at-risk children and their families. The program will provide interdisciplinary training through incorporation of early childhood special education course content into the curriculum of nursing, social work, human development, school psychology, early childhood education, and communication disorders; practica experiences in early childhood special education settings for students in related disciplines; and an interdisciplinary seminar. Each semester a master ECSE teacher will be recruited to work with students at practicum sites and assist in course instruction. Field-based courses will be offered for employed teachers who are not properly certified for early childhood special education. The program will admit both full-time and part-time students. Coursework is designed so that full-time students can complete the program in two years.

Early Childhood Education of the Handicapped Fifth Year Program

Special Educators Grant
Director: Mary McLean
Fiscal Agency: Auburn University (Auburn, AL)

Funding Period: 1988-91
Telephone: (205) 844-5943
Grant No.: H029B80068

TARGET OF TRAINING: Professionals from fields such as psychology, family and child development, nursing, and social work who wish to teach or currently teach in private schools, but lack teacher certification at the undergraduate level.

TRAINING PROGRAM: The Fifth Year Program provides an option for students who have not completed an undergraduate teacher education program to enroll in graduate level training leading to a Master of Education degree and teacher certification. Students will complete education courses to fulfill initial certification requirements; specific coursework focusing on the birth-to-3 and 3-to-5 populations, including assessment, infant intervention, curricula and methods in early childhood education of the handicapped, and research methods; and a practicum. The program is designed to help meet the state's need for personnel trained and certified in early childhood education for the handicapped (birth to age 5 years).

Master's Level Training Program for Alabama Public School Speech-Language Pathologists

Special Educators Grant	Funding Period: 1987-91
Director: Eugene B. Cooper	Telephone: (205) 348-7131
Fiscal Agency: University of Alabama (Tuscaloosa, AL)	Grant No.: 029BH70237

TARGET OF TRAINING: Speech-language pathologists employed in the public schools.
TRAINING PROGRAM: Master's level training will be provided through academic and practicum experiences that are scheduled throughout the school year and during summer months so that they do not interfere with the students' employment. The curriculum emphasizes early childhood issues and includes courses in articulation, speech and hearing, diagnostics, language intervention, aphasia, voice disorders, and fluency, as well as a seminar on language development and issues. Coursework can be completed in four summer sessions. Students completing the program will be eligible for the Alabama Department of Education's Class A Certificate. The program will enhance academic and practicum offerings pertaining to communicatively handicapped infants and toddlers.

The Adaptive Parent and Child Program (A-PACE)

Special Educators Grant	Funding Period: 1990-93
Director: Jeanne McCarthy	Telephone: (602) 621-3248
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029B00058

TARGET OF TRAINING: Undergraduate and graduate students in education. Emphasis will be placed on recruiting minorities, particularly Black, Hispanic, and Native American.
TRAINING PROGRAM: The project will develop programs to prepare Early Interventionists, Early Childhood special and regular teachers, and Education Specialists to serve young children across a broad range of competency levels, including handicapped, developmentally delayed, and at-risk children as well as normally developing children integrated into program with special needs children. Students will select an area of emphasis across the age range from birth to age 8 years, specializing in infants/toddlers (0-2), preschool (3-5), or primary (5-8), and across competency levels. Training will address integrating children in existing programs, such as Head Start, day care, private preschools, newly authorized public preschools, and primary special education programs. Emphasis will be placed on the growing need for specialists at the Bachelor's level in the rural Southwest and on cultural sensitivity. Teachers will be prepared at the Bachelor's and Master's levels, and supervisors at the Educational Specialist level. The program will emphasize the role of parents and families, and will include elements that are designed to meet the critical needs of the Southwest region and the field of early childhood special education. The need for personnel in School Psychology, Guidance and Counseling, Speech Pathology, Health Related Sciences, and Child Development and Family Relations to extend their expertise to infants and toddlers and to children with disabilities and their families will be addressed through workshops, special study institutes, and specialized minors.

Early Childhood Education--Hearing Impaired

Special Educators Grant
Director: Shirin Antia
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-93
Telephone: (602) 621-3214
Grant No.: H029B90106

TARGET OF TRAINING: Masters-level students in speech-language sciences.
TRAINING PROGRAM: The program will prepare master teachers who will specialize in working with hearing-impaired children in one of the following areas: education of multihandicapped hearing-impaired children; early childhood education, education of minority children from non-English speaking backgrounds; or elementary education with a reading/writing instruction emphasis. All students will complete a professional core of courses, as well as an elective specialization. Practicum requirements will be tailored to allow each student to meet the competencies required in the area of specialization.

Training Project in Speech and Language Learning Disabilities

Special Educators Grant
Director: Thomas Hixon
Fiscal Agency: University of Arizona (Tucson, AZ)

Funding Period: 1989-92
Telephone: (602) 621-1644
Grant No.: H029B90001

TARGET OF TRAINING: Masters-level students in speech-language pathology.
TRAINING PROGRAM: The project will develop a training program to prepare speech-language pathologists to serve communicatively handicapped children within the public school and in various children's service agencies. Students will complete a core curriculum and clinical experiences. The program has two components: expanded training in school-oriented services directed toward communicatively handicapped children, ages 3 to 21 years; and a new component directed toward toddlers, age 18 months to 3 years, who are at risk for speech-language disorders. Clinical training is provided in the speech-language clinic on campus, and in local school districts, hospitals, and children's agencies. Within the school-oriented component, the program has established a schools coordinator who meets with students during their school rotation to provide clinical instruction time addressing such areas as consultation, instrumental technology in the schools, and basic competencies. The two-year program leads to a Master of Science degree in Speech-Language Pathology.

Training Special Educators for Visually Impaired Preschool Children

Special Educators Grant	Funding Period: 1990-93
Director: Dan Head	Telephone: (602) 621-7822
Fiscal Agency: University of Arizona (Tucson, AZ)	Grant No.: H029B00099

TARGET OF TRAINING: Graduate students who will be certified to work with visually impaired preschool and school-age children upon completion of their masters program. Preference will be given to early education and elementary education majors.
TRAINING PROGRAM: The project will develop a two-year, 52 semester hour program to address the need for certified teachers to meet the needs of visually impaired preschool children. Training will combine academic coursework and practical experience. Coursework will be taught through the special education and rehabilitation divisions. Students will be required to complete at least 16 hours of practica and internships. These practica and internships will be conducted at a variety of sites, including private and state centers, and home-based and education-based programs. Training will lead to a master's degree.

Masters Degree in Special Education with Emphasis in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Directors: Stephen Rock & Mary Pelt	Telephone: (501) 569-3422 or -3054
Fiscal Agency: University of Arkansas (Little Rock, AR)	Grant No.: H029B90316

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The program will develop a new Early Childhood Special Education master's degree program to prepare teachers and infant interventionists to meet the needs of children with disabilities, birth through age 5 years, and their families. The 36 credit hour program will emphasize the importance of transdisciplinary teaming, broad-based training, and integrated services. Courses will be taught by faculty from a variety of disciplines. Internship and practicum sites will offer students the opportunity to observe and participate in a range of service delivery settings, from center-based specialized instructional programs to regular day care centers and home-based programs. Students will be expected to demonstrate competency as a team member, family facilitator, evaluator, instructor, and professional.

Preparation of Special Educators--Early Childhood

Special Educators Grant	Funding Period: 1989-92
Director: William Chance	Telephone: (501) 972-3061
Fiscal Agency: Arkansas State University (State University, AR)	Grant No.: H029B90201

TARGET OF TRAINING: Early childhood special educators at the master's level.
TRAINING PROGRAM: The project will develop a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, and evaluators. Content is based on current theory in the area of early childhood special education and on state standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families, with special emphasis on practicum sites that successfully integrate handicapped children with their nonhandicapped peers. Students will be evaluated on gains in knowledge and skill competencies as delineated in the program.

Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Director: Marci Hanson	Telephone: (415) 338-1630
Fiscal Agency: San Francisco State University (San Francisco, CA)	Grant No.: H029B90243

TARGET OF TRAINING: Persons employed in or being transferred to early childhood special education employment settings who wish to receive additional training; and students attending a specialist training program (e.g., special education, communication disorders, nursing, social work) who wish to receive additional ECSE training.
TRAINING PROGRAM: The project will create a preservice training program which allows students to receive a certificate in Early Childhood Special Education (ECSE) with an emphasis in one of three areas: infant intervention, preschool intervention, or family services. The program provides interdisciplinary and competency-based training, including academic study, field experiences, and an internship. The curriculum focuses on working within a family context with young children, birth to age 5 years, who are disabled or at risk for developmental delay. Areas of competency include typical and atypical development, assessment and evaluation of young children, intervention planning and implementation, and family involvement and education. Graduates will be prepared to work in various settings, such as public schools, private schools and centers, hospitals, homes, and follow-up clinics.

Early Childhood Special Education Masters Program

Special Educators Grant	Funding Period: 1989-94
Director: Melvyn Semmel	Telephone: (805) 961-4562 or -4273
Fiscal Agency: Graduate School of Education, University of California (Santa Barbara, CA)	Grant No.: H029B90191

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a competency- and field-based master's degree program to prepare early childhood special education teachers to serve preschool children with mild, moderate, and severe handicaps, and their families. The program provides students with a research-directed environment within which they obtain their teaching competencies. Students will be trained in a well-developed, competency-based model emphasizing child development and the needs of families. Training follows a sequential series of instructional hierarchies that move the student from coursework, where theoretical knowledge is gained, to the Teacher Education Laboratory, where practical applications are made in a controlled setting, and, finally, to practicum sites, where students apply their skills in the field. Field sites represent a full continuum of options for preschool-age children and their families.

Early Intervention Specialist Training

Special Educators Grant	Funding Period: 1990-93
Director: Ruth Cook	Telephone: (408) 554-4301 or -4434
Fiscal Agency: Santa Clara University (Santa Clara, CA)	Grant No.: H029B00211

TARGET OF TRAINING: Graduate-level students from education, physical therapy, nursing, speech therapy, and social work; and non-masters level persons, such as physical therapy aides, seeking certification in early intervention skills. Emphasis will be placed on minority recruitment.
TRAINING PROGRAM: The project will prepare personnel as Early Intervention Specialists to serve young children with disabilities and their families. Training will follow a family systems, family-centered, team-oriented approach. The core of the program will be 24 units of multidisciplinary coursework and practica, emphasizing early intervention but with a heavy birth-to-age-5 component. Students will participate in supervised practica experiences in infant, preschool and family-based settings. For graduate students, training will lead to a master's degree in Marriage, Family and Child Counseling. Training for all students will provide students with the necessary competencies to work as Early Intervention Specialists in a variety of settings. Consultants will assist in developing effective minority recruitment and retention techniques.

Training Adaptive Physical Educators to Serve Children Ages 3-5

Special Educators Grant	Funding Period: 1990-93
Director: Donald Chu	Telephone: (916) 898-6373
Fiscal Agency: California State University (Chico, CA)	Grant No.: H029B00229

TARGET OF TRAINING: Undergraduate students in adapted physical education.
TRAINING PROGRAM: The project will expand the focus of the undergraduate Adapted Physical Education Program (APEP) to address the needs of preschool-age children with special needs. Adapted physical education is a comprehensive service system designed to identify and ameliorate problems within the psychomotor domain. Services include a) psychomotor assessment and evaluation, b) individualized educational programming, c) prescriptive teaching, d) counseling, and e) coordination of related services and resources. The APEP curriculum is designed in accordance with recognized competencies, and emphasizes both theoretical and practical experiences. The program will combine physical education courses and augmented courses, including internships (field work), principles of methods (methods of working with the physically challenged), and perception of motor requirements/imitation skills. Many courses will be interdisciplinary. With the proposed additions to faculty, curriculum, and practicum experiences, coupled with incentives designed to increase the quality and quantity of students enrolled in adapted physical education, this program will prepare leadership personnel to plan, assess, prescribe, implement, and evaluate instruction in the psychomotor domain. Successful completion of this preservice training program will enable graduates to meet the unique social, emotional, and physical needs of handicapped children from age 3 years to adulthood.

Early Childhood Special Education Personnel Preparation

Special Educators Grant	Funding Period: 1988-91
Director: Allen M. Huang	Telephone: (303) 351-1664
Fiscal Agency: University of Northern Colorado (Greeley, CO)	Grant No.: H029B80181

TARGET OF TRAINING: Masters level students with early childhood education or human development backgrounds, particularly minority students and those from rural communities.
TRAINING PROGRAM: The program philosophy is based on total integration, collaboration/cooperation, and family focus. Training leads to a Master of Arts in Special Education, with an emphasis in Early Childhood Special Education. Coursework emphasizes child growth and development, early childhood special education issues, service delivery systems in early childhood special education, identification and assessment, instructional strategies and materials, family support and involvement, communication, and consultation and team functioning. The program also will organize a week-long Summer Symposium on Early Childhood Special Education in Colorado, to provide individuals working with handicapped preschool children an opportunity to enhance and upgrade their knowledge and skills.

Family Focused Training for Early Childhood Special Educators

Special Educators Grant
Director: Harriet Able-Boone
Fiscal Agency: University of Colorado (Denver, CO)

Funding Period: 1989-92
Telephone: (303) 556-2717
Grant No.: 029B80196

TARGET OF TRAINING: Graduate students with backgrounds in early childhood special education or psychology.
TRAINING PROGRAM: The program will offer a family-focused, interdisciplinary training program to prepare teachers to work with young handicapped children, birth through age 5 years, and their families. The program offers a competency-based, 46-credit-hour master's degree program with a focus on families. The curriculum includes three courses which provide in-depth study of families, and field-based experiences at six community-based, family-focused practicum sites. Full-time enrollment is required, and students will be expected to complete master's degree and certification requirements in three semesters. Student progress toward fulfilling performance competencies will be monitored. As a result of the training program, students will function as family specialists serving young handicapped children and their families in a variety of settings, including homes, centers, clinics, hospitals, child care programs, and public schools.

Preparation of Infant Specialists

Special Educators Grant
Director: Harriet Able-Boone
Fiscal Agency: School of Education, University of Colorado
(Denver, CO)

Funding Period: 1989-92
Telephone: (303) 556-4854
Grant No.: H029B90102

TARGET OF TRAINING: Masters-level students in early childhood special education and school psychology.
TRAINING PROGRAM: The project will offer a competency-based Infant Specialist training program for early childhood special educators and school psychologists to work with infants with or at risk for developmental disabilities, and their families. The interdisciplinary program will integrate courses from early childhood special education, early childhood education, school psychology, and nursing. In addition, the professional disciplines of speech/language therapy, occupational therapy, physical therapy, and social work will be involved in course content and field experiences. Students will enroll in four specialized courses providing an in-depth study of infants and families, and field-based experiences in at least two sites. The program will offer students opportunities for collaboration with the health community in order to provide enhanced training to meet the needs of infants with serious medical needs. Scheduling of courses and field work will be designed to meet the needs of a mature, primarily part-time, student population.

Preparation of Speech-Language Pathologists for Early Childhood Settings

Special Educators Grant	Funding Period: 1990-93
Director: Susan Moore	Telephone: (303) 492-5284
Fiscal Agency: University of Colorado (Boulder, CO)	Grant No.: H029B00002

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project is designed to recruit and prepare speech-language pathologists to provide early intervention services to children, ages 3 to6 years, with identified communication needs, and their families. The project will coordinate existing coursework and practica into a comprehensive training plan to address the needs of early intervention settings. The existing training opportunities will be enhanced by the establishment of off-campus practica sites in integrated, community-based preschools and child care centers that provide experiences in interagency collaboration and classroom consultation. Trainees will acquire the competencies necessary to work effectively with young children who have speech, language, and hearing needs, and their families, in early childhood settings. The project will facilitate appropriate employment for graduate. Project effectiveness will be evaluated by assessment of recruitment effectiveness; numbers of students trained; student competency development; impact on children, families, and community-based programs; and employment trends of graduates.

Early Childhood Special Education Program

Special Educators Grant	Funding Period: 1988-91
Director: Lois Davis	Telephone: (203) 232-4571
Fiscal Agency: Saint Joseph College (West Hartford, CT)	Grant No.: 029B80120

TARGET OF TRAINING: Graduate students from various fields, including early education, special education, occupational therapy, and nursing.
TRAINING PROGRAM: The program will provide a preservice master's level training program which prepares students through part-time study to work with young handicapped children, birth to 5 years. A 30 credit-hour, interrelated program of courses is offered through the master's program in Early Childhood Special Education in two sequences: Infant/Toddler (birth through age 2 years), and Preschool (age 3 to 5 years). Both sequences address growth and development, language development, parenting, programming, and learning. The sequences diverge and become specific to age range in the area of assessment and in practicum experiences. The Infant/Toddler sequence also includes training in interfacing with other professionals. Graduates of both programs will be prepared to work in a variety of home- and center-based settings, to facilitate parent-child interactions, and to work collaboratively with other professionals and agencies.

Interdisciplinary Infant Specialist Certification Program

Special Educators Grant	Funding Period: 1989-92
Director: Joan Brinkerhoff	Telephone: (203) 674-1485
Fiscal Agency: UCONN Health Center (Farmington, CT)	Grant No.: H029B90096

TARGET OF TRAINING: Graduate-level personnel in special education, nursing, speech/language pathology, occupational therapy, physical therapy, and school psychology, who are employed in infant intervention programs in Connecticut.

TRAINING PROGRAM: The training program will focus on the acquisition of skills necessary to provide services to infants with special needs. Students will be placed in interdisciplinary teams (eight students per team) during training. Coursework will be provided in weekly sessions across two semesters, and will be delivered in six modules: Families, Medical Management, Physical Management, Education and Communication, Transdisciplinary Teaming, and Service Delivery. Specific thematic content will cut across the areas of family systems and transdisciplinary teaming. Students will complete a supervised practicum within their infant program, and will spend time working with children in the Step-Down Nursery (a setting which follows NICU). Competency tasks will provide one measure of program effectiveness. Completion of coursework and practicum will lead to an infant studies certificate.

Preparation of Speech-Language Pathologists with Specialization in Infants and Preschool Populations

Special Educators Grant	Funding Period: 1988-91
Director: Kay T. Payne	Telephone: (202) 636-7690
Fiscal Agency: Howard University (Washington, DC)	Grant No.: 029B80138

TARGET OF TRAINING: Speech-language pathologists at the graduate level.

TRAINING PROGRAM: The program offers a two-year comprehensive, interdisciplinary program, leading to a Masters of Science in Speech-Language Pathology, designed to prepare students to provide diagnostic management and preventive services to infants and preschool children and their parents. The regular curriculum stresses the needs of handicapped individuals in culturally and linguistically diverse populations. In addition, all students will enroll in Early Language Development and Disorders, which addresses development, disorders, assessment, and intervention; and two interdisciplinary courses from the areas of Early Childhood Education and Social Work: Infant and Toddler--Dimensions in Early Learning, which examines research studies and curricular activities for regular infant and toddler programs; and Child Therapy, which introduces issues surrounding child development, parenting and parent-child relationships, and assessment and therapy for children and parents. Students will be required to fulfill 100 clinical hours above the ASHA required totals for language disorders and diagnostics, and will complete an intensive summer semester in a selected externship site. Graduates of the program will be able to function in hospital, school, and clinic settings.

Teacher Preparation in Education of Hearing Impaired and Multihandicapped Hearing Impaired

Special Educators Grant
Director: Robert Mobley
Fiscal Agency: Gallaudet University (Washington, DC)

Funding Period: 1989-92
Telephone: (202) 651-5530
Grant No.: H029B90114

TARGET OF TRAINING: Masters-level students in deaf education.
TRAINING PROGRAM: The project will offer preservice preparation for teachers of the hearing-impaired and the multihandicapped hearing-impaired. The teacher preparation program offers a two-year masters sequence of coursework and practicum in education of the hearing-impaired, with five specialization: parent-infant, early childhood, elementary, secondary, and multihandicapped hearing-impaired. The specialization courses (52-59 semester hours) focus on the development of competencies in areas such as simultaneous (manual/oral) and auditory-oral communication, language development, curriculum and methodology, assessment, and advanced educational foundations. Trainees engage in four periods of supervised field-based practica in a range of settings. Graduates are prepared to teach hearing-impaired and multihandicapped hearing-impaired in a spectrum of day and residential settings, with a variety of instructional arrangements (e.g., self-contained classes, resource rooms, mainstreamed settings, itinerant teaching).

Transdisciplinary Approach to Clinical Infant Training (TACIT)

Special Educators Grant
Director: Maxine Freund
Fiscal Agency: George Washington University (Washington, DC)

Funding Period: 1988-91
Telephone: (202) 994-6170
Grant No.: 029B90086

TARGET OF TRAINING: Graduate students with backgrounds in education or related services, such as physical therapy, speech therapy, nursing, and psychology.
TRAINING PROGRAM: The program prepares students at the master's level in the areas of infant special education and early intervention to fill a number of roles, including classroom interventionist, transdisciplinary team member, infant developmentalist, infant assessment specialist, infant program coordinator, and parent/community liaison. The 39-credit hour program includes coursework in infant development and assessment, atypicality in infancy, developmental and behavioral concerns, public policy, transdisciplinary team functioning, the developmental stages of parenting, and issues in infant intervention. The program also includes a year-long, issue-focused Transdisciplinary Seminar which addresses the intake process, social and family assessment, curricular concerns, writing and interpreting the IFSP and IEP, behaviorally focused interventions, environmental modifications and adaptations for the range of handicaps, and functional vs. developmental concerns. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

Transdisciplinary Approach to Training Speech-Language Pathologists to Provide Services to Infants, Toddlers and Their Families

Special Educators Grant	Funding Period: 1990-93
Director: Norma Anderson	Telephone: (202) 806-6990
Fiscal Agency: Howard University (Washington, DC)	Grant No.: H029B00076

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will design a program to provide specialized training for speech-language pathologists based on a transdisciplinary approach, a process in which team members exchange knowledge and skills across disciplinary boundaries. Students will receive masters-level training in speech-language pathology, with additional academic and clinical competencies in the areas of Early Language Development and Disorders, Parenting the Handicapped Child, Family and Child Services, and Neurodevelopmental Treatment, all focused on the birth-to-3-years population. This training approach is characterized as transdisciplinary since some of these areas are not included in traditional programs in speech-language pathology, but are components of other disciplines. Another feature of the project is related to direct clinical services. In addition to 100 clock-hours of specialized clinical practicum with infants above the usual requirements, students will plan and implement an ongoing parent support group for families of handicapped infants and toddlers. The project is designed to produce speech-language pathologists with specific competencies needed to deliver early intervention services to communicatively handicapped infants and toddlers, and their families.

Early Childhood Special Needs--Masters Degree Program

Special Educators Grant	Funding Period: 1990-94
Director: Liz Rothlein	Telephone: (305) 284-3826
Fiscal Agency: University of Miami (Coral Gables, FL)	Grant No.: H029B00163

TARGET OF TRAINING: Early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young children with special needs. Efforts will be made to attract students from typically underrepresented populations.
TRAINING PROGRAM: The project will develop a multidisciplinary specialized training program in early childhood special education. The objectives are threefold: 1) to prepare masters level students to serve as highly skilled early childhood special education teachers; 2) to improve the skills of teachers, currently employed in classes for young handicapped children, who lack appropriate training or certification; and 3) to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young handicapped children. Course content will address normal child growth and development, early childhood, and early childhood special education. Students will complete an internship which will occur during two full-time, six-week placements in two different centers. In addition to internship placements, students will be involved in observation/participation for a minimum of 90 hours in a variety of sites serving young children with a range of handicapping conditions (excluding centers where the primary handicapping condition is sensory impairment), as well as preschools for nonhandicapped children. The program is a collaborative effort among the School of Education, the Mailman Center for Child Development, Dade County Schools, and several private agencies providing services for young handicapped children.

Preschool Personnel Program: An Interactional Training Project

Special Educators Grant
Director: Vivian Correa
Fiscal Agency: University of Florida (Gainesville, FL)
Funding Period: 1990-93
Telephone: (904) 392-0755
Grant No.: H029B00270

TARGET OF TRAINING: Graduate-level students in early childhood special education; and teachers seeking certification for preschool handicapped.
TRAINING PROGRAM: The project will establish a preservice training program to prepare specialists to provide, design, and/or supervise least restrictive, developmentally appropriate, early intervention programs for preschool children, age 3 through 5 years, who have handicaps. The training program integrates the fields of early childhood education and special education within an interactional training model that emphasizes the unique characteristics of the population, specialized contexts for intervention, goals of intervention, and the role of the family. Students will receive training in a core of courses in early childhood special education and early childhood, as well as related courses in the areas of communication disorders, psychology, special education, and child development. Competencies for the program are based on recommendations of the Division for Early Childhood of the Council for Exceptional Children. Two training tracks will be offered to program participants. The first track is a masters training program in early childhood special education for preschoolers. The program comprises 36 hours of coursework and field-based experiences. The second track is the endorsement training program in preschool handicapped, which offers 18 hours of coursework and field-based experiences to teachers seeking certification in the area of preschool handicapped.

Preservice Graduate Training in Early Childhood Special Education

Special Educators Grant
Director: Mary Frances Hanline
Fiscal Agency: Florida State University (Tallahassee, FL)
Funding Period: 1989-92
Telephone: (904) 644-4880
Grant No.: H029B90249

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: The project will establish a preservice graduate program in Early Childhood Special Education leading either to a master's degree or a university-approved early childhood special education certificate. Specialists trained in this program will be prepared to function in a wide variety of roles and settings serving children, birth to age 5 years, with disabilities or at risk for developmental delay, and their families. The training program is interdisciplinary and competency-based. Competencies are based on the recommendations of INTERACT, the National Committee for Services to Very Young Children, and the Division for Early Childhood of the Council for Exceptional Children. Content areas include typical and atypical development, classroom management and organization, family systems, parent-professional collaboration, administrative and legal issues, interdisciplinary and interagency teaming, physical and medical management, assessment and curriculum, educational foundations, and foundations of early childhood special education. Training combines academic study, field experiences, and an internship. Training is designed to meet the rapidly growing population of Florida and specific service needs of Northwest Florida.

Training Communications Disorders Specialists to Serve Idaho Infants and Toddlers

Special Educators Grant
Director: Thomas Longhurst
Fiscal Agency: Idaho State University (Pocatello, ID)

Funding Period: 1990-94
Telephone: (208) 236-2204
Grant No.: H029B00067

TARGET OF TRAINING: Graduate-level students in speech pathology and audiology.
TRAINING PROGRAM: The project will develop a masters-level training program to prepare Communication Disorders Specialists to meet the needs of infants and toddlers with speech-language-hearing impairments and their families. Project staff will identify and recruit qualified students, train them, and then support them in their initial placement in infant/toddler service environments. Special innovative features of the project include 1) the changing role of the infant/toddler Communication Disorders Specialist (CDS) from direct intervention with clients to indirect intervention through families and aides; 2) the changing focus from speech therapy to cognitive, language, and communication intervention; 3) the increasing focus on the youngest speech-language-hearing impaired population (birth through age 2 years) in an attempt to prevent or minimize related future problems and to facilitate successful transition into school-based services for the 3-to-5 population; and 4) an increasing focus on multidisciplinary service delivery. The project will offer a specialized workshop on the role of the CDS in development and implementation of the individualized family service plan. Students will be able to select a specialized related area of study in early childhood equal to 12 semester credits. Supervised infant/toddler externship placements will be provided.

Personnel Preparation for Careers in Special Education and Early Inter-vention Program

Special Educators Grant
Director: Norma Ewing
Fiscal Agency: Southern Illinois University (Carbondale, IL)

Funding Period: 1989-92
Telephone: (618) 453-2311
Grant No.: H029B90155

TARGET OF TRAINING: Masters-level personnel who are currently employed working with preschool populations and who lack specific credentials or hold a bachelors degree in special education.
TRAINING PROGRAM: The project will develop a training program to prepare teachers and supervisory staff to work in preschool special education and early intervention programs with preschool children who have or are at risk for handicaps. The project will infuse into the existing special education training program curricular and practicum opportunities that will address "home-based" and "early intervention" programs for preschool handicapped and at-risk children in southern Illinois. The program of study is spread out over two years. Participants will attend evening classes during regular semesters while on the job, and will be enrolled full-time during summer session. Both clinical and practicum experiences will be provided, depending on the prior experience and preparation of participants. Participants will develop competencies in such areas as screening, assessment, remedial planning, and home-based intervention programs.

Preparation for Teachers of Preschool Children with Handicaps

Special Educators Grant
Directors: Carolyn Cooper & Vicki Slayton
Fiscal Agency: Eastern Illinois University (Charleston, IL)

Funding Period: 1988-91
Telephone: (217) 581-5315
Grant No.: 029B80239

TARGET OF TRAINING: Graduate level students from a variety of educational areas, including early childhood education and elementary education.
TRAINING PROGRAM: The project offers a master's program with emphasis in Early Childhood Special Education for children age 3 to 5 years. The program is interdisciplinary in focus and offers a family systems approach to working with families of children with special needs, and a developmental learning orientation to providing services for children. Students will complete a comprehensive sequence of coursework and 210 hours of practica experiences with children and families. Coursework will be offered during the fall and spring semesters at regional sites via four weekend sessions per semester. Weekend workshops at regional sites also will be held during summer intersession. Students will attend an 8-week summer institute for additional coursework and practica experiences. Procedures and materials related to coursework and practica will be disseminated nationally.

Preparation of Early Childhood Special Education Administrators and Supervisors

Special Educators Grant
Director: Merle Karnes
Fiscal Agency: University of Illinois (Champaign, IL)

Funding Period: 1990-93
Telephone: (217) 333-4890
Grant No.: H029B00208

TARGET OF TRAINING: Outstanding teachers in early childhood special education (ECSE) programs throughout Illinois who have had at least three years of teaching experience and are interested in obtaining training to become an administrator or supervisor of early childhood special education programs.
TRAINING PROGRAM: The project will train administrators and supervisors for early childhood special education programs through academic study and practicum experiences. Trainees will be expected to develop competencies in (a) communicating with local and state agencies, staff, and parents; (b) identifying, evaluating, and developing resources; (c) administering budgets; (d) developing, implementing, and evaluating programs; (e) recruiting, supervising, and evaluating staff; and (f) coordinating staff development. Both full-time and part-time students will be admitted to the program. Students' educational backgrounds and experience will be scrutinized carefully in order to enroll students with specialized advanced training in ECSE. Many of these students will already hold a Master's Degree in Early Childhood Special Education. Students who enter the program without advanced training will be required to make up identified deficiencies. Students completing the program will receive either a Master's Degree in Education or an Advanced Certificate in Education with emphasis in Administration. Students also will have completed requirements for the Illinois General Administrative or General Supervisory Certificate (Type 75).

Preparation of Personnel to Work with Young Children with Special Needs

Special Educators Grant
Director: Janet Lerner
Fiscal Agency: Northeastern Illinois University (Chicago, IL)

Funding Period: 1990-93
Telephone: (312) 583-4050
Grant No.: H029B00052

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will offer training to prepare competent early childhood special educators to provide services for young children with special needs, birth to age 6 years, and their families. Northeastern Illinois University's existing Master's degree program, combined with strong and continuing working relationships with agencies that serve the birth-to-6 population, provide the academic and clinical bases essential to an effective program. The curriculum will include basic theoretical knowledge, practical applications, current research, information about demonstration models, and the competencies needed by early childhood special educators. The Chicago metropolitan area offers diverse training opportunities for exemplary practicum experiences and post-graduate placements. Students will develop skills in assessment and intervention, working as members of transdisciplinary teams, and developing exemplary programs for the birth-to-6 population. Training will lead to a Master's Degree in Early Childhood Special Education, with eligibility for Early Childhood Special Education Approval by the State of Illinois. Evaluative data will be collected from trainees, key project staff, other faculty members, advisory board members, practicum supervisors, and employers. The results will be analyzes for formative purposes of project improvement and summative purposes of reporting. Dissemination of information about the project will be conducted at local, state, and national levels.

Preparation of Special Educators: Speech and Language Pathology

Special Educators Grant
Director: Charles Larson
Fiscal Agency: Northwestern University (Evanston, IL)

Funding Period: 1988-91
Telephone: (312) 491-5073
Grant No.: 029B80192

TARGET OF TRAINING: Speech-language pathologists at the graduate level.
TRAINING PROGRAM: The project will offer a master's level training program for providers of educational/diagnostic services to children, birth to age 6 years, who are moderately to severely handicapped. The program offers a core curriculum and a variety of practicum experiences at a regional assessment and diagnostic center (UAF/MR) and community least restrictive environment and multi-ethnic settings. Students will be required to demonstrate skills in nine competency areas: child assessment, family assessment, observation, interviewing, review of records, community resources, planning and implementing intervention strategies, consultation, and communication skills.

Preschool Training Grant

Special Educators Grant	Funding Period: 1988-92
Director: Jeanette McCollum	Telephone: (217) 333-0260
Fiscal Agency: University of Illinois (Champaign, IL)	Grant No.: 029B80204

TARGET OF TRAINING: Undergraduate or graduate students in early childhood and early childhood special education.
TRAINING PROGRAM: The training program combines a developmental orientation with systematic teaching technology. The project will offer two options, designed around a common set of standards, which lead to a master's degree and to Approval in Early Childhood Special Education. Option 1 is a BA/MED combination, spanning two undergraduate and one graduate year and culminating in a Master's of Education in Early Childhood Education, Type 02 certification, and Approval in Early Childhood Special Education. Coursework will be integrated across Early Childhood Education and Early Childhood Special Education (ECSE), with the majority of advanced courses in ECSE, as well as the ECSE practicum, occurring in the final year. Option 2 offers a one-year graduate program culminating in a master's degree in Early Childhood Special Education. Students who already hold or are eligible for Type 02 or Type 10 certification in Illinois also will obtain Approval in Early Childhood Special Education. Option 1 will be phased out after the second year of the project.

Project BABIES: Best Approaches for Building Skills of Infant Education Specialists

Special Educators Grant	Funding Period: 1989-92
Director: Kathleen Shank	Telephone: (217) 581-5315
Fiscal Agency: Eastern Illinois University (Charleston, IL)	Grant No.: H029B90116

TARGET OF TRAINING: Persons holding full-time staff positions in Early Childhood Special Education programs, who wish to upgrade their professional skills in working with infants and toddlers, birth through age 2 years, with or at risk for handicapping conditions, and their families.
TRAINING PROGRAM: The project will implement a multidisciplinary, competency-based personnel preparation program utilizing a family systems training approach. Students will complete a minimum of 19 semester hours specific to early childhood special education, 6 semester hours in core requirements of the special education department, 8 semester hours in College of Education basic foundation course requirements, and 210 clock hours of intense practicum experiences. The program structure is flexible, allowing students to complete course requirements in either day-long or weekend format and providing practica at sites within the student's regional area. Practica will be individualized via a competency-based needs assessment administered at the beginning of the program. Training leads to a Master of Science in Education degree.

Project CONNECT: Early Childhood Special Education Teacher Education

Special Educators Grant
Director: Kathleen McCartan
Fiscal Agency: Iowa State University (Ames, IA)

Funding Period: 1989-93
Telephone: (515) 294-8957
Grant No.: H029B90172

TARGET OF TRAINING: Students in early childhood special education.
TRAINING PROGRAM: The project will augment the existing undergraduate certification program in early childhood special education to prepare personnel to work with young handicapped children, birth to age 6 years. In addition, it will address the needs of nontraditional, off-campus students by developing and implementing a delivery system to meet the needs of these students. Program requirements include coursework and supervised practica offered off-campus. The project will monitor students' progress towards and completion of certification, and their job placement and performance. Successful completion of the program leads to Endorsement in Early Childhood Special education from the Iowa Department of education.

Training of Professional Personnel in Preschool Communication Disorders

Special Educators Grant
Director: John Folkins
Fiscal Agency: University of Iowa (Iowa City, IA)

Funding Period: 1989-92
Telephone: (319) 335-8718
Grant No.: H029B90216

TARGET OF TRAINING: Masters-level students in speech/language pathology.
TRAINING PROGRAM: The project will provide a specialized track within the existing master's degree program in speech/language pathology that focuses on the needs of preschool children with severe communication disorders. Students will complete a minimum of 38 semester hours of coursework and over a two-year period. Training will emphasize courses in child language disorders, preschool education, and child development, and at least 12 semester hours of practica in the model classroom. The classroom, which is located at the university, is run and staff by the Area Education Agency, which coordinates special education for the public school system, and serves as a model of service delivery to preschoolers with communication disorders. During practica, students will act as speech-language clinicians, under the supervision of the training program. Training will lead to a Master of Arts degree in Speech/Language Pathology.

Early Childhood Special Education Personnel Preparation

Special Educators Grant	Funding Period: 1990-93
Director: Nancy Peterson	Telephone: (913) 864-4954
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029B00149

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education; and masters-level professionals from such related disciplines as school psychology, speech pathology and audiology, and occupational therapy who wish to work with children, birth to age 5 years with disabilities.

TRAINING PROGRAM: The project has five goals. Goals 1 and 2 address personnel issues. The project will seek to accelerate recruitment and training of early childhood special education (EC-SPED) certified teachers and related professionals by offering traineeships and providing easier access to coursework and practicum training. EC-SPED certification core courses will be made available through evening classes and short-term, summer courses to non-certified teachers who are employed full-time. Goal 3 is to develop and implement an undergraduate minor in early childhood special education within the elementary education program, leading to provisional EC-SPED certification as an EC-SPED interventionist for children with disabilities, birth to age 5 years. Goal 4 addresses the need to prepare teachers to deal with children with specific types of disabilities that require more specialized types of management and intervention techniques by offering specializations in (a) infant intervention, (b) medically fragile and severely multiply handicapped children, and (c) deaf and hearing-impaired young children or others with established risk for speech-language disability or delay. Goal 5 is designed to enhance program content by improving, updating and expanding state-of-the-art instructional resources in all content areas addressed in the EC-SPED program.

Five-Year Preservice Preparation Program in Special Education

Special Educators Grant	Funding Period: 1990-95
Director: Lani Florian	Telephone: (301) 405-6486
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029B00198

TARGET OF TRAINING: Undergraduate and graduate students in early childhood special education.

TRAINING PROGRAM: The project will implement and evaluate a five-year preservice training program that offers quality practica experiences and opportunities for learning specialized skills. Students will enter the university as pre-special education majors and spend the first four semesters in coursework selected to provide an understanding of basic psychological and sociological principles, knowledge of normal human behavior and development, and statistical procedures, as well as introductory level coursework and practica experiences in special education. During semesters 5 and 6, special education majors are provided with generic special education coursework and practica experiences. The final four semesters are spent in intensive coursework and practica specific to one of four specialty areas: 1) Education of Students with Severe Handicaps, 2) Early Childhood Special Education, 3) Education of Students with Educational Handicaps, and 4) Secondary and Transition Special Education. Students may take up to 12 hours of coursework in early childhood that may be applied toward undergraduate and graduate degrees. The program includes a strong research component and intensive fieldwork. Students may complete the Master's Degree in 5 years (10 semesters) by entering as first-year undergraduates.

Master's Program in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-94
Director: Paula Beckman	Telephone: (301) 454-2118
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029B90315

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The program will prepare students to work with mildly, moderately, and severely handicapped children, birth through age 5 years, in a variety of educational environments. Training is provided through a combination of coursework, intensive field placements, a master's thesis, and related experiences. Topics addressed include early childhood development and the divergences that result from handicapping conditions; assessment of child development and needs; distinctions in the programming needs of different age groups (infants, toddlers, preschoolers); and development of appropriate interventions. Personnel will be prepared to establish and maintain data-based instructional programs; work with a variety of support personnel (e.g., physical therapists, physicians, speech therapists); work directly with parents; and serve as case managers, as needed. Options within the program allow students to emphasize particular areas of expertise.

Early Childhood Educational Audiology

Special Educators Grant	Funding Period: 1988-91
Director: E. Harris Nober	Telephone: (413) 545-0551
Fiscal Agency: University of Massachusetts (Amherst, MA)	Grant No.: 029B80099

TARGET OF TRAINING: Graduate students with a speech-hearing background and teachers of the deaf.
TRAINING PROGRAM: The project will prepare students as early childhood educational audiologists (ECEAs) to serve at-risk infants and preschoolers, birth to age 5 years. The program stresses more actively integrated roles for audiologists in the child's very early formative years, continuity of a development program for the infant, and ongoing support and guidance to the family. Training will focus on students' skills in early identification employing neurophysiologic and electrophysiologic assessment techniques; early intervention strategies; parental guidance and family program counseling; alternative educational management proto-types; technological and computer-assisted instrumentation and computer management applica-tions; aural rehabilitation innovations (such as cochlear implants, digital aids, vibrotactile displays, and speech synthesizers); and participation on interdisciplinary service teams. The current master's program in communication disorders will be expanded with additional coursework programmed into the January breaks and summer periods, and expanded field placements.

Pediatric-Educational Audiology (PEA) Training Program

Special Educators Grant	Funding Period: 1990-93
Director: E. Harris Nober	Telephone: (413) 545-3636 or -0131
Fiscal Agency: University of Massachusetts--Amherst (Amherst, MA)	Grant No.: H029B00241

TARGET OF TRAINING: Graduate-level students in audiology, with undergraduate background in audiology and speech-pathology.
TRAINING PROGRAM: The project will expand the training program in audiology to include additional coursework and sustained off-campus practicum experiences at selected educational and health care institutions with infant and early childhood programs. Some trainees will be recruited to initiate training in their senior year. Trainees will develop the standard skill base of an ASHA certified audiologist specialized competencies to serve infants, toddlers, and their families during the formative years. Objectives are for trainees to develop 1) diagnostic skills employing the latest central auditory test instruments, including neurophysiologic brainstem and other electrophysiologic assessment techniques; 2) early intervention treatment strategies including rationale, short-and long-range objectives, alternative educational prototypes, and high-technology innovations; 3) interactive skills to maintain rapport with patients, families, teachers, and other professionals; 4) management skills to prepare treatment scheduling, long-range timelines, access funding sources, administrative resourcefulness, and client accountability; 5) professional characteristics, including ethical standards, knowledge of state and federal laws, and knowledge of current literature; 6) clinical and research application of current technology; and 7) independence as a professional.

Preservice Training for Masters Level Speech-Language Pathologists to Work in Early Intervention

Special Educators Grant	Funding Period: 1990-93
Director: Margaret Lahey	Telephone: (617) 578-8732
Fiscal Agency: Emerson College (Boston, MA)	Grant No.: H029B00240

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will prepare speech-language pathologists to serve preschool children with communication handicaps or at risk for learning problems. Specific objectives are for trainees to 1) provide family-centered services including assessing family needs; 2) assess communication development; 3) provide direct coordinated services to children and families; 4) determine the need for and provide compensatory intervention; 5) identify preschool children who are at risk for school language/learning problems; 6) work as a member of an interdisciplinary team; and 7) provide inservice training to speech-language pathologists and other professionals in early intervention relative to assessing and facilitating communication development. The program will include coursework, a series of experience components, and supervised practica. Specialized coursework will address family systems, early communication development, describing developmental changes and inferring the systems underlying them, augmentative communication systems, and interdisciplinary aspects of early intervention. Students will complete 12 experience components including analyzing family systems, planning an alternative communication system for a child, observing and working within interdisciplinary settings, assessing early communication development in a language-disordered child, facilitating communication development within early intervention settings, presenting an inservice training program, and screening preschool children for communication handicaps.

Preparing Dually-Trained Teachers for Visually Handicapped Learners - Early Childhood Emphasis

Special Educators Grant	Funding Period: 1989-93
Director: Lou Alonso	Telephone: (517) 355-1871
Fiscal Agency: Michigan State University (East Lansing, MI)	Grant No.: H029B90059

TARGET OF TRAINING: Masters-level students in education of the visually impaired.
TRAINING PROGRAM: The project will offer preservice training to prepare teachers to serve the needs of blind and visually handicapped infants, toddlers, children, and youth. The project is designed to provide students with multiple competencies and certifications, so that they may teach a broad range of visually handicapped learners having a wide range of needs and abilities. Students will enroll full-time in a program leading to a masters degree in education of the visually handicapped. Each student will further specialize in one of the following emphases: early childhood; orientation and mobility; or deaf-blind or otherwise severely multi-impaired, visually handicapped learners. Competency-based objectives will be evaluated using an Advisory Panel Evaluation Model. Regional and national cooperation with state departments of education and with local public and residential schools is an important consideration of the program.

Training of Speech-Language Pathologists: Special Emphasis on Oral Language and Reading

Special Educators Grant	Funding Period: 1988-91
Director: Michael Casby	Telephone: (517) 353-8780
Fiscal Agency: Michigan State University (East Lansing, MI)	Grant No.: H029B80220

TARGET OF TRAINING: Graduate students in speech-language pathology.
TRAINING PROGRAM: The training program provides a comprehensive and integrated speech-language pathology and reading curriculum to train students to work with preschool language-impaired and communicatively handicapped children. The curriculum offers a broad-based program in speech-language pathology, a special education course in child language disorders, and a series of six courses in reading development and disorders. The program leads to a master's degree in Speech-Language Pathology and certification as a teacher of the speech-language impaired.

Interdisciplinary Training of Special Educators to Provide Family-Focused Early Intervention Services

Special Educators Grant	Funding Period: 1990-93
Director: Jane Siders	Telephone: (601) 266-5163
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)	Grant No.: H029B00157

TARGET OF TRAINING: Upper-level undergraduate and graduate students in early childhood special education.

TRAINING PROGRAM: The project will establish a comprehensive, interdisciplinary family-focused early intervention training program to prepare special education students for direct intervention roles in service delivery to young children with special needs and their families. The program will integrate cross-disciplinary coursework from the following disciplines: nursing, social work, child development, psychology, speech and hearing, curriculum and instruction (normal preschool), and nutrition. Students will complete field-based practicum experiences in a variety of community-based settings. Training will focus on the development of student competencies relative to a systems-based/ecological model of service and on training students for intervention roles that are responsive to the needs and demographics characteristics of Mississippi. The program will integrate the concepts of family/child ecology, family/professional partnerships, and team dynamics into all aspects of coursework and field experiences.

Deaf Education--Early Childhood Specialty

Special Educators Grant	Funding Period: 1989-92
Director: Harold Meyers	Telephone: (417) 836-5368
Fiscal Agency: Southwest Missouri State University (Springfield, MO)	Grant No.: H029B90128

TARGET OF TRAINING: Masters-level students with a undergraduate degree and certification in early childhood, elementary, or secondary education; special education, or communication disorders. Efforts will be made to recruit minority students.

TRAINING PROGRAM: The project will incorporate into the existing M.A. program in Communication Disorders an early childhood component, focusing on the 3-to-5 population and emphasizing early childhood and deaf education. The 36-semester hour major in education of the hearing-impaired will cover 15 months, beginning in summer session. Entering students must have completed five prerequisites: child development, language development, child and family counseling, psychosocial implications of hearing impairment, and basic audiology. In addition to coursework, students will complete 50 clock hours of practicum and a minimum of 300 clock hours of student teaching in on-campus classrooms or in integrated and regular classrooms in local schools, preschools, or day care programs. Students seeking early childhood credential must complete the full major. Students also have the option of national certification in early childhood and deafness.

Early Childhood Communication Special Education Program

Special Educators Grant
Director: Lin Welch & Jim Wilson
Fiscal Agency: Central Missouri State University
(Warrensburg, MO)

Funding Period: 1989-92
Telephone: (816) 429-4606
Grant No.: H029B90276

TARGET OF TRAINING: Masters-level students in speech-language pathology and audiology, who have undergraduate background in communication disorders.
TRAINING PROGRAM: The program will offer training to prepare personnel to work with communicatively handicapped children, age 3 to 5 years. The interdisciplinary program is a specialty area of the 36 to 41-semester hour masters' degree in speech-language pathology and audiology. Training will combine coursework with practicum experiences at the university's preschool language program classroom and externships in the community. Graduates will have mastered specific competencies for serving the preschool population, and will fulfill requirement for certification by the Missouri Department of Elementary and Secondary Education, licensure by the Missouri Board of Registration for the Medical and Healing Arts, and ASHA certification of clinical competence in Speech-Language Pathology or Audiology.

Training Speech-Language Pathologists for Preschool Children

Special Educators Grant
Director: Karen Steckol
Fiscal Agency: St. Louis University (St. Louis, MO)

Funding Period: 1990-93
Telephone: (314) 658-2939
Grant No.: H029B00235

TARGET OF TRAINING: Graduate-level students in speech-language pathology. Efforts will be made to recruit trainees from traditionally underrepresented minority groups.
TRAINING PROGRAM: The project will offer an intensive educational and clinical program that will prepare speech-language pathologists to assess and treat young children, age 3 to 5 years, with a variety of handicapping conditions, including some conditions that require specialized training. The program will offer academic and clinical experiences at the Early Childhood Learning Center and a variety of practica assignments in early childhood programs in the St. Louis area. This training will provides students with the initial knowledge, skills, and competencies needed to meet the challenges which they will encounter in off-campus sites. With the cooperation of local school districts and community agencies, the program can provide unique practica opportunities for students to work with a variety of preschool children, including children with severe and multiple handicaps, and children from various ethnic backgrounds. The practica opportunities emphasize the interdisciplinary cooperation needed for quality evaluation and management of these children.

Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers (INTERSECT)

Special Educators Grant	Funding Period: 1990-93
Director: Marilyn Scheffler	Telephone: (402) 472-5492
Fiscal Agency: University of Nebraska (Lincoln, NE)	Grant No.: H029B00081

TARGET OF TRAINING: The program will recruit four types of applicants: (a) Seniors in speech pathology interested in pursuing their master's degree in speech pathology with emphasis on serving young handicapped children; (b) seniors in special education, preschool education, or human development who are interested in graduate work specializing in early childhood special education (ECSE); (c) speech-language pathologists employed in public schools who are not adequately certified because they lack a master's degree; and (d) ECSE teachers employed in public schools who seek graduate coursework to enhance their knowledge and skills in working with handicapped children, birth through age 5 years.

TRAINING PROGRAM: The project will offer a program to allow students to augment their studies toward a master's degree with specific coursework and practica related to young preschool children with handicaps and their families. Degree requirements will be supplemented with coursework in augmentative communications systems, consultation skills, family, feeding, and early language interventions. Project staff will assist in the development and implementation of practica experiences with toddlers and their parents. In collaboration with the Nebraska Department of Education, the project will provide a series of seminars in family intervention, oral-motor feeding difficulties, early language intervention, and consultation skills.

Masters Program in Early Childhood Special Education

Special Educators Grant	Funding Period: 1989-92
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029B90290

TARGET OF TRAINING: Graduate students in early childhood special education.

TRAINING PROGRAM: Teacher's College will revise its program to prepare early childhood special educators to address the heterogeneous needs of young exceptional children, including the increasing proportion who are medically fragile, and the wide range of service settings. Changes will occur in four areas. Students will be given the option of a special education focus in sensory impairments, gifted handicapped, or nonsensory disabilities. The project will implement, evaluate and disseminate a new curriculum responding to national and state certification requirements and population trends, and will add a course on working with families of infants, toddlers, and preschoolers with disabilities. A pre-practicum seminar will provide students with an opportunity to practice such techniques and strategies as positioning and handling, suctioning, feeding, CPR, first aid, and data collection. The practicum in educational assessment will be enhanced to include working within a multidisciplinary team.

Preparation of Special Educators: Upgraded M.A. in Hearing Impairment - Teacher as Researcher

Special Educators Grant	Funding Period: 1989-92
Director: Robert Kretchmer	Telephone: (212) 678-3880
Fiscal Agency: Teacher's College, Columbia University (New York, NY)	Grant No.: H029B90190

TARGET OF TRAINING: Masters-level students in the Program in the Education of the Hearing Impaired at Teacher's College.
TRAINING PROGRAM: Teacher's College will expand its preservice program from 32 credits (one calendar year) to 45 credits (two academic years) in order to ensure that students keep abreast of the rapid explosion in knowledge related to hearing impairment (e.g., the organization and use of English and American Sign Language, cognitive psychology, information processing, and social psychology). Fifteen additional hours of subspecialization in preschool, elementary, or secondary education or another area of special education will be added. Students will be instructed in research methodologies.

Preparation of Speech-Language Pathologists to Train At-Risk Infants and Toddlers

Special Educators Grant	Funding Period: 1990-93
Director: Barbara Weitzner-Lin	Telephone: (716) 878-5316
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)	Grant No.: H029B00035

TARGET OF TRAINING: Graduate-level students in speech-language pathology and audiology.
TRAINING PROGRAM: The project is designed to provide speech-language pathologists with the information and experiences needed to prepare them to serve infants and toddlers with or at risk for communicative disorders. The project will supplement an existing Master of Science in Education degree program in speech-language pathology and audiology. In addition to completing all the requirements for New York State licensure and American Speech-Language and Hearing Association certificate of clinical competence, graduates will have additional preparation in early intervention. This will entail 15 semester hours beyond the 33 hours required and will extend the masters program to two full years. In addition to the standard curriculum, students will enroll in courses with content specific to assessment and intervention appropriate for very young children with communicative disorders and their families. Several practicum experiences will be provided to prepare them to work with the target population, in both center-based and home-based programs in the community.The curricular sequence will become a regularly offered option for students in the speech-language pathology program.

Preparing Personnel for Education of Visually Impaired Children--Infancy to Adult

Special Educators Grant	Funding Period: 1990-93
Director: Kay Ferrell	Telephone: (212) 678-3862
Fiscal Agency: Teachers College, Columbia University (New York, NY)	Grant No.: H029B00205

TARGET OF TRAINING: Graduate-level students in education of the blind and visually impaired.
TRAINING PROGRAM: The project will augment the current masters program in education of the blind and visually impaired by adding a mentoring and inservice component for graduates during their first teaching experience. The mentoring mechanism will consist of periodic and regular correspondence, telephone calls, and site visits. The project also will conduct an annual inservice for former students. Graduates will be certified as teachers of the visually impaired in New York State. The program recently was revised so that graduates are competent to teach visually impaired children with and without additional disabilities, from infancy through adolescence. The program has anticipated the creation within the next five years of an early childhood special education credential in New York State and has designed its curriculum to include core courses in early childhood special education. (Some graduates have already been dually certified in those states with both credentials.) Graduates will be prepared to work in a variety of roles--teacher, consultant, team member, and case manager--with heterogeneous populations of blind, visually impaired, and multihandicapped infants, children, and youth, and their families.

Preparing Speech/Language Pathologists as Specialists/Case Managers in Traumatic Brain Injury

Special Educators Grant	Funding Period: 1989-92
Director: Nancy Russell	Telephone: (716) 878-5306
Fiscal Agency: State University of New York at Buffalo (Buffalo, NY)	Grant No.: H029B90061

TARGET OF TRAINING: Speech/language pathologists at the master's level.
TRAINING PROGRAM: The project will address the need for qualified educational personnel to work with children, birth through age 21 years, who survive moderate to severe traumatic brain injury (TBI) and are left with intellectual impairments that affect their integration into schools, family, community, and, eventually, the job market. Particular attention will be paid to the incidence of TBI in children birth to age 5 years (150 per 100,000 population). The training program will prepare speech language pathologists to serve as specialists/case managers for the TBI population in medical and educational settings, including preschool programs. The professional training in speech/language pathology provides a sound foundation for working with the cognitive, linguistic, and motor speech problems that result from neurological insult and affect educational reintegration. Training will consist of three lecture courses and three clinical and educational practica related to state-of-the-art information on TBI. Students will receive instruction on both the neurological sequelae and the educational demands of TBI. Graduates will be prepared to facilitate the transition of TBI handicapped children from medical treatment to educational programs, and to act as case managers in order to provide continuity and monitoring of education reintegration programs.

Early Intervention and Family Support Training Program

Special Educators Grant — Funding Period: 1990-93
Director: Tess Bennett — Telephone: (704) 433-2661
Fiscal Agency: Appalachian State University (Boone, NC) — Grant No.: H029B00056

TARGET OF TRAINING: Graduate-level students in special education. One purpose of the project is to encourage professionals from outside the field of special education (e.g., social work, early childhood education, psychology, nursing) to pursue a career in special education with an emphasis on early childhood.
TRAINING PROGRAM: The project will provide inservice training opportunities for special education teachers and allied professionals to prepare them to work with young children with handicaps and their families. The training program will consist of a four-course sequence as a special strand of the masters degree program in Early Childhood Special Education at Appalachian State University. The program will provide intensive coursework within the context of a direct service program serving young children with handicaps and their families. An apprenticeship/-tutelage model will be used to train the students in competencies in teaching children, birth through age 5 years, with handicaps. As a result of training, students will be able to function as specialists serving children and families in a variety of settings, including home, center, and clinic.

Personnel Preparation for Speech-Language Pathologists: An Early Intervention Focus

Special Educators Grant — Funding Period: 1989-92
Director: Joanne Roberts — Telephone: (919) 966-7164
Fiscal Agency: Frank Porter Graham Child Development Center, — 078
University of North Carolina (Chapel Hill, NC)

TARGET OF TRAINING: Speech-language pathologists at the master's level.
TRAINING PROGRAM: The project will provide training to prepare speech-language pathologists to with handicapped infants, toddlers, and preschoolers. The training program will consist of 9 semester hours of specialized coursework and three semesters of specialized practicum experiences in early intervention, in addition to the core coursework and practica required by the Speech-Language Pathology program. Settings for clinical experiences include a university clinic, hospital clinic, developmental evaluation center, public school, home-based program, and day care center. The objectives of the training program are 1) to expand skills and knowledge related to working with handicapped children, birth through age 5 years; 2) to expand knowledge and skills in early childhood development, early childhood special education, and the critical components of effective early intervention programs; 3) to expand skills and knowledge in viewing and working with children with handicaps from a broad systems perspective involving both children and their families; 4) to expand knowledge and skills in integrating social, communicative, cognitive, and motor objectives within and across activities and in the effective use of generalization strategies; and 5) to increase awareness of the resources available from other disciplines and promote skills needed to intervene in an interdisciplinary context.

Early Childhood/Special Needs Emphasis--Birth-Two Years Infant/-Newborn Specialist Option

Special Educators Grant	Funding Period: 1989-94
Director: Philippa Campbell	Telephone: (216) 633-2055
Fiscal Agency: Children's Hospital Medical Center (Tallmadge, OH)	Grant No.: H029B90160

TARGET OF TRAINING: Masters-level students in special education, early childhood education, or related service fields (e.g., speech pathology, nursing).
TRAINING PROGRAM: The project will provide interdisciplinary, field-based training to provide personnel with the competencies necessary to provide high quality direct services for infants with or at risk for handicaps, and their families. Training employs an institutional and inter-departmental collaborative design that includes several colleges and departments at Kent State University and several department of Children's Hospital Medical Center of Akron. Students will complete 35 semester hours of coursework, field-based training, and research that constitute the requirements for the Early Childhood Special Needs Emphasis--Infant/Newborn Specialist Option. Full-time trainees will complete a minimum of 600 clock hours and part-time trainees will complete a minimum of 160 clock hours of field-based training at the Family Child Learning Center. This internship is designed to provide hands-on experiences and to demonstrate direct application of information acquired through formal coursework. Training leads to an M.A. degree in special education (41 hours total), or an M.Ed. degree in early childhood or Special education (up to 50 hours total). The infant specialization coursework may also be integrated into other degree requirements (e.g., M.S. in Nursing).

Interdisciplinary Early Childhood Graduate Training Project

Special Educators Grant	Funding Period: 1989-92
Director: Phillip Safford	Telephone: (216) 672-2477
Fiscal Agency: Kent State University (Kent, OH)	Grant No.: H029B90275

TARGET OF TRAINING: Masters-level students in early childhood special education, speech and language pathology, audiology, and adaptive physical education/motor development.
TRAINING PROGRAM: The project will offer field-based interdisciplinary training to prepare early childhood special educators, speech pathologists and audiologists,and adaptive physical education teachers to employ team approaches in early intervention with preschool children with handicaps. Specially designed coursework will focus on three sets of competencies: competencies appropriate to students' respective disciplines, competencies in the application of that discipline to young children with handicaps, and competencies in interdisciplinary team processes and interdisciplinary modes of service delivery. The trainees, along with parents, will form early intervention teams to 1) provide integrated programming for children with handicaps within the preschool program (the Family Child Learning Center) which also enrolls nonhandicapped children, and 2) facilitate transition and provide resource support for children moving from that program to public school and mainstreamed community preschool settings. Other students from the disciplines represented will benefit through direct participation in coursework in which trainees are enrolled; observation and other short-term practica participation with trainees in both the field practicum site and in programs to which children are transitioned; and anticipated institutional impact, in the form of curricula with interdisciplinary training focus.

Training of Speech-Language Interventionists for Infants, Toddlers, and Preschoolers

Special Educators Grant	Funding Period: 1989-92
Directors: Diane Bricker & Ilsa Schwarz	Telephone: (503) 686-3568
Fiscal Agency: University of Oregon (Eugene, OR)	Grant No.: H029B90254

TARGET OF TRAINING: Masters-level students with undergraduate degree in communication disorders, some undergraduate training in communicative disorders, or experience working with children with communicative disorders.

TRAINING PROGRAM: The project will train professionals to work with young children, birth to age 5 years, who have mild to severe communicative disorders. The five-quarter program will offer coursework in early childhood and speech-language sciences, and practica in a variety of settings, including on-site classrooms, integrated community day care, and home- and center-based programs. The program is a joint effort between the Communicative Disorders Department and the Early Intervention Department.

Empirical Early Interventionist Program

Special Educators Grant	Funding Period: 1989-92
Directors: Jack Neisworth & Lisa Schneider	Telephone: (814) 863-2280
Fiscal Agency: Special Education Department, Penn State University (University Park, PA)	Grant No.: H029B90173

TARGET OF TRAINING: Masters-level students from a variety of undergraduate backgrounds, including special education, elementary education, school psychology, related health fields, and humanities.

TRAINING PROGRAM: The program trains personnel as interventionists to serve preschool children with handicaps, especially in integrated settings. The program, based on an existing competency-based early intervention program, combines coursework, practica, and supervised work with families in the home. For each major course there is an accompanying lab or pre-practicum. During the summer, students complete an extensive practicum/internship that is matched to specific career interests. Practicum sites include children's hospitals, Head Start programs, the Philadelphia Early Childhood Evaluation Center, and local preschools operated by Easter Seals and ARC. Students interested in a motor focus may complete a practicum through the Family Child Learning Center in Ohio. Students also work with a family in the home during the academic year, providing needed services, including needs assessment and IFSP planning. Ten hours per week are spent providing assistance on university research projects related to early intervention. Training emphasizes the interrelationship of clinical and research roles, and leads to an M.Ed. or M.S. in Special Education. Graduates will be prepared to serve early childhood populations in a variety of settings utilizing an empirical (behavioral/data-based) approach.

Master's Degree Training in Early Childhood Special Education

Special Educators Grant
Director: Kenneth Thurman
Fiscal Agency: Temple University (Philadelphia, PA)

Funding Period: 1989-92
Telephone: (215) 787-6018
Grant No.: H029B90031

TARGET OF TRAINING: Masters-level students in early childhood special education.
TRAINING PROGRAM: The project will provide training leading to an M.Ed. in Special Education, targeted at preschool populations, with an option for earning teacher certification. Students who received certification through their undergraduate training will enroll in 36 hours of coursework and practica; students without certification will be required to complete 48-50 hours of coursework and practica. Practicum sites include various early intervention programs in the Philadelphia area. Students who have no experience working with nonhandicapped preschoolers will spend part of their practicum working with this population. The program is based on the certification standards for early childhood special education developed by the National Association of State Directors of Teacher Education and Certification. Graduates will be equipped to take positions as teachers, program specialists, and consultants in service systems providing education to handicapped children, age 3 to 5 years.

Preservice Preparation of Speech Pathologists with a Specialization in the Management of Infant, Preschool, and Severely Handicapped Populations

Special Educators Grant
Director: Barbara Culatta
Fiscal Agency: Department of Communicative Disorders,
University of Rhode Island (Providence, RI)

Funding Period: 1990-94
Telephone: (401) 792-5969
Grant No.: H029B00149

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project, designed to conform to the needs of southern New England, will provide specialized training in assessment and facilitation of communication skills in infants, toddlers, and the severely handicapped. Training rests on the philosophical base (a) that training is best achieved with a focus on functional communication, (b) that intervention should be implemented in natural contexts, (c) that emphasis should be placed on training parents and other professionals to serve as primary change agents, and (d) that speech-language pathologists must function within multidisciplinary and transdisciplinary team frameworks. Training will involve a core curriculum of specialized courses and clinical practicum experiences. Indirect and consultative service delivery models will be emphasized. Specific student competencies address skills in augmentative communication, parent training, assessment and facilitation of functional communication in natural contexts, and intervention strategies that are relevant to the developmentally young and severely handicapped. Trainees will be provided with assessment and intervention techniques that are both developmentally and functionally based, mechanisms for selecting cognitive and social as well as linguistic goals, and strategies for dealing with individual differences in learning style and sensory impairment that can interfere with the development of communication in the developmentally young and severely handicapped.

Preparation of Early Intervention Diagnostic Personnel

Special Educators Grant
Director: Cordelia Robinson
Fiscal Agency: Winthrop College (Rock Hill, SC)

Funding Period: 1990-93
Telephone: (803) 323-2244
Grant No.: H029B00149

TARGET OF TRAINING: Masters- and specialist-level graduate students in school psychology, special education, guidance and counseling, and social work.
TRAINING PROGRAM: The project will provide training to prepare personnel to assume supervisory, program development, and diagnostic roles in programs for children, birth through age 5 years, with handicaps and their families throughout South Carolina. Training will include specialized courses in psychological assessment and evaluation and practica stressing evaluation skills. The graduate coursework will be offered to students from fours graduate programs at Winthrop College: 1) students enrolled in the School Psychology certification program, 2) students enroled in the masters program in Special Education who wish to specialize in early childhood education, 3) students enrolled in the agency track of the masters program in Guidance and Counseling, and 4) students taking graduate-level courses in Social Work.

Preparation of Special Educators

Special Educators Grant
Director: Hiram L. McDade
Fiscal Agency: University of South Carolina (Columbia, SC)

Funding Period: 1988-91
Telephone: (803) 777-4813
Grant No.: 029B0290

TARGET OF TRAINING: Graduate students in audiology and speech-language pathology.
TRAINING PROGRAM: The project will modify the academic curriculum and clinical practicum experiences of the Department of Communicative Disorders to provide participants with a special emphasis on the assessment and treatment of speech, language, and hearing problems in infants, toddlers, and preschoolers. During the first year of the project, the Department will develop new and expand existing interdisciplinary diagnostic clinics and pragmatically based early intervention programs. These programs will be designed to train graduate students to work with young handicapped children and their families and to work collaboratively with professionals from other disciplines. The second and third years of the project will focus upon recruitment of graduate students and evaluation of the program's impact.

Preparation of Early Childhood Special Educators

Special Educators Grant
Director: Ann Campbell
Fiscal Agency: Middle Tennessee State University
(Murfreesboro, TN)

Funding Period: 1990-93
Telephone: (615) 898-2680
Grant No.: H029B00079

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will implement a a masters-level training program to prepare early childhood special educators to meet the needs of children, birth to age 5 years, with disabilities. The program will offer a competency-based course of study emphasizing the skills needed for trainees to assume roles as multidisciplinary team members, instructors, evaluators, and professionals. Content is based on current theory in the area of early childhood special education and statewide standards for personnel preparation. Practicum placements will offer students experiences in multidisciplinary settings with children and their families. Practicum sites that successfully integrate young handicapped children with their nonhandicapped peers will be emphasized. Students will be evaluated on gains in knowledge and skill competencies.

Preparation of Early Childhood Special Educators

Special Educators Grant
Director: Sam Odom
Fiscal Agency: Peabody College, Vanderbilt University
(Nashville, TN)

Funding Period: 1989-92
Telephone: (615) 322-2249
Grant No.: H029B90138

TARGET OF TRAINING: Masters-level personnel from early childhood special education and related disciplines. Efforts will be made to recruit currently employed teachers in local school systems, especially in rural areas of Tennessee, who plan to return to their current positions after training is complete.
TRAINING PROGRAM: The project will develop a teacher training program related to current practices in early childhood special education. Supervisors of special education at local education agencies across the state will identify their needs for early childhood special education personnel and nominate teachers currently in their system for the training program. The 30-hour training program is designed to be completed within one year, and leads to an M.Ed. degree. Trainees will demonstrate competence in assessing infants and young children with disabilities, designing effective classroom environments, selecting appropriate service delivery models, working with parents, and applying new information as it becomes available in the field. Graduates will have the skills necessary to design and implement effective early childhood special education programs and evaluate the programmatic effects of children and parents. The project will conduct follow-up training for program graduates through an annual summer institute, based on employers' evaluations of the trainees and trainees' self-evaluations.

STEP: Special Training for Early Programming

Special Educators Grant
Director: Lynda Pearl
Fiscal Agency: Center for Early Childhood Learning,
East Tennessee State University (Johnson City, TN)

Funding Period: 1989-92
Telephone: (615) 929-5614
Grant No.: H029B90251

TARGET OF TRAINING: Masters-level students in special education who wish to become infant specialists.
TRAINING PROGRAM: The program is a collaborative effort between the Center for Early Childhood Learning and Development and the Division of Special Education at East Tennessee State University, and leads to a master's degree in special education as an infant specialist. Training will emphasize 1) field experiences as critical to the success of training, 2) an interdisciplinary focus, 3) the importance of facilitating family involvement, and 4) in-depth understanding of the typical developmental sequence of infants as a way of contrasting and understanding atypical development. The project will use an interdisciplinary team of specialists from the fields of nursing, physical therapy, occupational therapy, speech/language therapy, and social work to plan competencies and/or team-teach portions of specific courses. Courses on assessment, curriculum, and medical aspects of early intervention will include the team teaching concept. Practicum sites will include Center for Early Childhood Learning and Development demonstration sites, other early intervention program sites which work with developmentally delayed and at-risk infants, and community programs for typically developing infants. Graduates will be prepared to assume positions as direct service providers and/or coordinators for programs working with delayed or at-risk children, birth through age 3 years.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Director: Keith Turner
Fiscal Agency: University of Texas/Austin (Austin, TX)

Funding Period: 1989-94
Telephone: (512) 471-4161
H029B90200

TARGET OF TRAINING: Personnel currently employed in early intervention programs; masters-level students in early childhood special education; and undergraduate students seeking special education certification.
TRAINING PROGRAM: The project will provide specialized training needed by early childhood special education personnel to work with children, birth through age 2 and age 3 to 6 years, with or at risk for handicaps. Both graduate training and generic certification objectives will be addressed. Field-based training leading to a master's degree will be provided for 10 to 15 students per year who are currently employed in birth-to-2 early intervention programs and who do not have access to specialized birth-to-6 early childhood special education training from colleges and universities in their area. Five to 10 students per year will receive university-based training with ten courses and practica experiences in the birth-to-2 and 3-to 6 areas, leading to a master's degree. Generic special education certification at the graduate level will be upgraded to include a field experience along with course content. At the undergraduate level, generic certification courses in assessment and methods will be revised to reflect issues related to the Individualized Family Service Plan (IFSP), required under P.L. 99-457. The project will evaluate and disseminate training content and materials related to serving medically fragile infants and families; field-based university training; and least restrictive assessment and intervention.

Preservice Preparation of Personnel to Work with Communicatively Impaired Preschool and School Age Children

Special Educators Grant	Funding Period: 1990-93
Director: Peter Mueller	Telephone: (817) 565-2481
Fiscal Agency: University of North Texas (Denton, TX)	Grant No.: H029B00264

TARGET OF TRAINING: Graduate-level students in speech-language pathology.
TRAINING PROGRAM: The project will offer will preservice preparation of personnel to work with communicatively impaired preschool and school-age handicapped children in the state of Texas. Training will include a mix of academic coursework and practica, including placements in a variety of organizations. Each year a consultant with special knowledge and nationally recognized expertise will provide instruction in recent clinical methods and techniques. Funding will also be provided for several part-time supervisors in audiology and speech-language pathology to enhance the quality of clinical training experiences for students enrolled in the program. Training is designed to produce a group of highly skilled personnel to work with both mildly and multiply handicapped persons with communicative impairments.

Training Orientation and Mobility Specialists in Early Childhood

Special Educators Grant	Funding Period: 1990-93
Director: Virginia Sowell	Telephone: (806) 742-2184 or -2345
Fiscal Agency: Texas Technological University (Lubbock, TX)	Grant No.: H029B00038

TARGET OF TRAINING: Graduate-level students who wish to become orientation and mobility specialists. Most students will have undergraduate preparation in primarily in elementary education; some have backgrounds in occupational or physical therapy.
TRAINING PROGRAM: The project will provide preservice training to prepare orientation and mobility specialists in rural areas to meet the needs of presently underserved children with visual and other handicaps in rural areas of Texas and surrounding states. Since most trainees are unable to attend university classes, project faculty will travel to education service centers in rural areas to provide training. The program will last approximately two and one-half years and leads to national orientation and mobility certification. Training will address skills in orientation and mobility; infant intervention bilingual/multicultural education; working with parents; consultative and liaison skills for working with other educational personnel in rural areas; and the use of interdisciplinary teams in service delivery. Liaison with rural community education personnel, social welfare personnel, and parents will be stressed, with special emphasis on working with Hispanic and Black families. Students will have opportunities to participate in practica within the region. Students will develop a resource manual for each of the regions in which they work. The manual will list all the resources of that region, as well as state and national resources in the area of visual handicaps. The project will develop ongoing support teams for orientation and mobility specialists in isolated areas.

Preparation of Certified Early Childhood Educators

Special Educators Grant	Funding Period: 1990-93
Director: Sarah Rule	Telephone: (801) 750-1987
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H029B00032

TARGET OF TRAINING: Undergraduate and graduate students in special education.
TRAINING PROGRAM: The purpose of the program is to prepare personnel for preschool special education certification (birth through age 5 years) through participation in the early childhood special education program at Utah State University. Academic coursework will include a core group of four courses in special education, special courses in early childhood special education, and multidisciplinary courses in communications disorder, family and human development, and psychology. Field-based practica experiences will emphasize services to young children with disabilities, families of infants with special needs, and normally developing children. Several degree or certification options are provided. The majority of participants are expected to enroll in the undergraduate degree program leading to a B.S. degree in early childhood special education. Graduate students may earn M.Ed. degree. Some participants will receive only the Utah certification in preschool special education.

Essential Early Education Graduate-Level Training Program

Special Educators Grant	Funding Period: 1989-92
Director: Linda Flynn	Telephone: (802) 656-4031
Fiscal Agency: Center for Developmental Disabilities, University of Vermont (Burlington, VT)	Grant No.: H029B90212

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: In Vermont, young children with handicaps are eligible to receive Essential Early Education (EEE) services. The current EEE graduate training program offers 36 semester hours of training, including 6 hours of educational foundations, 24 hours of formal coursework, and two semesters of practicum experiences in Essential Early Education and other early intervention settings. Full-time graduate students complete the graduate program in an academic year plus two summers. The project will maintain and improve the capacity of the current EEE training program to promote acquisition of best practices; and emphasize competency-based, interdisciplinary, family-centered training to prepare educators who can provide services to children with handicaps, birth through age 5 years, and their families. Graduates will be prepared to provide direct and consultative services across home, center and integrated community-based settings; work with other agencies and disciplines to implement a comprehensive, coordinated system of services for families with young special needs children; and assume the multiple educational and leadership roles required for establishing, coordinating, implementing, and evaluating early childhood special education programs in rural, sparsely populated areas.

Development and Expansion of a Field-Based Graduate Training Program in Early Childhood Special Education

Special Educators Grant
Director: Jennifer Kilgo
Fiscal Agency: School of Education, Virginia Commonwealth University (Richmond, VA)

Funding Period: 1988-91
Telephone: (804) 367-1305
Grant No.: 029B80106

TARGET OF TRAINING: Graduate students who have undergraduate degrees in early childhood or special education, or who plan to complete certification in early childhood or special education after enrollment.

TRAINING PROGRAM: The program will prepare educators to serve young children who have or are at risk for handicaps, and their families. The program will offer sequenced, field-based graduate training for early childhood special educators specializing in infant/family services (0-2) and for those specializing in services for preschool children (2-5). Trainees will complete a 45-credit-hour program composed of coursework, seminars, program tasks (competencies), and supervised field-based experiences. Students may enroll on a full-time (4 semesters) or part-time (6 semesters) basis. The preschool specialization meets Virginia Department of Education standards, and the infant/family specialization meets current state guidelines for infant interventionists. Other project activities include systematic evaluation of the training program, coordination and expansion of the Virginia Institute of Higher Education Training Council, and dissemination of project information.

Early/Special Teacher Education Preparation Program

Special Educators Grant
Directors: Robert Gable & Steven Tonelson
Fiscal Agency: Old Dominion University (Norfolk, VA)

Funding Period: 1990-93
Telephone: (804) 683-3157
Grant No.: H029B00161

TARGET OF TRAINING: Graduate-level students in special education. Most have undergraduate preparation in either regular or special education.

TRAINING PROGRAM: The project is designed to address Virginia's severe and persistent shortage of special education personnel trained to serve young at-risk and mildly handicapped children. Students will master regular and special education "best practices" to provide intensive early intervention services. Training includes two semesters of practica and field placements. A new generation of early/special educators will be trained not only to provide direct classroom instruction, but also to help are school systems increase the range of administrative and instructional options.

Early Childhood Special Education Personnel Training Program

Special Educators Grant
Director: Vikki Howard
Fiscal Agency: Gonzaga University (Spokane, WA)
Funding Period: 1989-92
Telephone: (509) 328-4220, Ext. 3492
Grant No.: H029B90261

TARGET OF TRAINING: Students seeking certification in early childhood special education.
TRAINING PROGRAM: The project will develop a personnel training program for Washington endorsement in early childhood special education. Training will emphasize content based on interagency collaboration, family service planning, data-based intervention and decision making, and provision of services in natural, integrated settings to very young children, birth to age 6 years, with handicaps. A heavy portion of the training will include supervised practicum experiences in various public and private schools, community centers, and hospitals. Specific student competencies have been identified. Two special education faculty will serve as co-directors of the program, offer coursework, and arrange and supervise practica. An advisory committee will assist in developing and refining appropriate professional competencies, and in the evaluating program impact and quality. The program will prepare 10 early childhood special educators each year.

Preparation of Special Educators: Early Childhood

Special Educators Grant
Director: Eugene Edgar
Fiscal Agency: Experimental Education Unit,
University of Washington (Seattle, WA)
Funding Period: 1988-91
Telephone: (206) 543-4011
Grant No.: 029B80292

TARGET OF TRAINING: Early childhood special educators at the graduate level.
TRAINING PROGRAM: The project will develop a 40- to 50-hour masters program to prepare early childhood special educators to meet the needs of children, birth to age 6 years, who are handicapped or at high risk. The program will emphasize the importance of the early years in the child's development; the effectiveness of interventions; the role of the family in the child's development; and the interdisciplinary nature of service delivery for infants and young children. Students will be expected to demonstrate competencies in child assessment, teaching skills, educational environment, behavior management, monitoring child progress, communication with parents, and interdisciplinary service delivery. Practicum placements will offer trainees experience in demonstration and community programs, including least restrictive environment settings. Coursework has been updated to respond to field needs that are affected by P.L. 99-457 and new research. Students will become familiar with alternative curricula and instructional strategies.

Bilingual/Multicultural Exceptional Infant and Early Childhood Specialist Program

Special Populations Grant	Funding Period: 1990-93
Director: Gilbert Guerin	Telephone: (408) 924-3700
Fiscal Agency: San Jose State University (San Jose, CA)	Grant No.: H029E00014

TARGET OF TRAINING: Graduate level personnel in special education (special education teachers, and speech and language specialists), early childhood, and related service fields, including nursing, psychology, and social work. At least one-half of the participants will be minority students, and one-third will be bilingual.
TRAINING PROGRAM: The project will offer a cooperative, preservice, infant and preschool training program to prepare special education and related services personnel to work with a diverse multicultural and multilingual population and within transdisciplinary settings. The project will acquire and prepare materials and minority competencies needed in the instruction of professionals preparing to work with a culturally and linguistically diverse population of handicapped infants and preschoolers. Training will lead to an Exceptional Infant and Early Childhood Specialist certificate and/or a masters degree with an exceptional preschool emphasis. The project will provide an ongoing system of evaluation of the program and its graduates to determine the appropriateness of competency goals and the degree to which goals are achieved.

Encouraging New Training for Women in Nontraditional Educational Services (ENTWINES)

Special Populations Grant	Funding Period: 1990-93
Director: Maxine Freund	Telephone: (202) 994-1547
Fiscal Agency: George Washington University (Washington, DC)	Grant No.: H029E00024

TARGET OF TRAINING:
TRAINING PROGRAM: Project ENTWINES offers a two-year clinical masters degree to prepare minority students in the field of Infant Special Education and Early Intervention. Students will receive training that will enable them to fill a number of nontraditional educational roles, including infant-toddler classroom interventionist, assessment specialist, infant program coordinator, and parent and community liaison. The 39-hour training program provides a balance between theory and practice. Program coursework includes the study of infant development and assessment, atypicality in infancy, public policy, atypical infant and family developmental and behavioral concerns, transdisciplinary team function, developmental stages in parenting a special needs child, and curricular issues in infant intervention. Students also will participate in a special transdisciplinary seminar which will focus on current topical problems in service delivery to infants and their families, and a series of topical forums concerned with current issues in developing new careers in early intervention. Clinical components include a practicum and internship, as well as specially focused clinical sessions in the areas of infant assessment, observation, and home visiting.

Preservice Training Program to Prepare Special Education and Related Service Personnel to Provide Services to Medically Fragile Infants and Their Families

Special Populations Grant
Director: Kathy Katz
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)

Funding Period: 1989-92
Telephone: (202) 687-8635
Grant No.: H029E00024

TARGET OF TRAINING: Post-baccalaureate students from professional degree programs of special education, occupational therapy, physical therapy, speech pathology, psychology, nursing, and social work.

TRAINING PROGRAM: The project will offer interdisciplinary preservice training focusing on developing a specific knowledge base and clinical skills geared to medically fragile infants, birth to age 3 years, and their families. Five trainees will be selected each year for a six-month to one-year clinical affiliation, which will provide a variety of didactic seminars and clinical experiences working with medically fragile infants and their families in the Neonatal Intensive Care Unit and the Pediatric Intensive Care Unit; in transition to home management; in follow-up developmental evaluation; in interface with community support services; and in various community infant special education models. Emphasis will be placed on the cognitive, psychomotor, and psychosocial development of these infants, and the needs of their families. Training leads to a certificate in services to medically fragile infants and their families.

Minority Early Childhood Special Education Masters Degree--U.S. Virgin Islands

Special Populations Grant
Director: Sharon Vaughn
Fiscal Agency: University of Miami School of Education (Coral Gables, FL)

Funding Period: 1989-92
Telephone: (305) 284-2903
Grant No.: H029E98045

TARGET OF TRAINING: Masters-level minority early childhood teachers, special education teachers, and other personnel with backgrounds in child development and education who are interested in teaching young minority children with special needs.

TRAINING PROGRAM: The project addresses the need for preschool special education training for teachers in the U.S. Virgin Islands. The program will offer multidisciplinary training to prepare personnel to teach young minority handicapped children; to improve the skills of currently employed teachers working with young minority handicapped children; and to prepare teachers pursuing regular early childhood certification in aspects of identifying, assessing, and intervening with young minority handicapped children. Training will address normal child growth and development, early childhood, and early childhood special education with emphasis on minority populations. Students will complete internships in two centers that cater to young minority handicapped children, birth to age 2 years and age 3 to 5 years, and will be involved in observation/participation in a minimum of six other sites which serve a range of minority groups and handicapping conditions, as well as in preschools for nonhandicapped preschool children. The program is a collaborative effort of the University of Miami School of Education, the Mailman Center for Child Development, Dade County Schools, the Florida State Department of Education, and private agencies providing services for young minority handicapped children.

Training Residents to Care for Minority Children Who Are At-Risk, Delayed, or Handicapped

Special Populations Grant	Funding Period: 1990-93
Director: Patsy Poche	Telephone: (504) 942-8230
Fiscal Agency: LSU Medical Center (New Orleans, LA)	Grant No.: H029E90009

TARGET OF TRAINING: Pediatricians and primary care physicians.
TRAINING PROGRAM: The goal of this training program is to establish additional skills and enhance the abilities of present and future physicians to comprehensively care for minority children who are at risk, delayed, or handicapped. Ten training modules will be developed addressing the following topics: (1) attitudes toward persons with handicaps, (2) normal developmental milestones, (3) risk factors potentially affecting normal development, (4) screening and assessment, (5) legislation governing special education and related services, (6) early intervention, (7) terminology used in identifying children with developmental disabilities, (8) adjustment of the family of a child with handicaps, (9) cultural sensitivity, minority consideration, and intervention strategies, and (10) community services for persons with handicaps. Participants will be instructed within coursework seminars, with supervised practica occurring in clinical settings of Charity Hospital. Graduates of training are expected to show increased knowledge of current early intervention and culturally sensitive practices, and demonstrate the use of these skills in medical practice. Evaluation of training will involve process and outcome measures, including the number and nature of patients treated by trainees, as well as ratings of satisfaction with the instructed practices by patients, faculty, and other professionals.

Preparing Early Childhood Specialists to Work in the Inner City

Special Populations Grant	Funding Period: 1990-93
Director: Joan Lieber	Telephone: (301) 405-6467
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029E00073

TARGET OF TRAINING: Early childhood special education teachers in the Baltimore area.
TRAINING PROGRAM: The project will offer a part-time masters degree program to prepare early childhood special education teachers to provide early intervention for young children with handicaps in Baltimore City Public Schools. The 36-credit program is designed for special educators who require additional professional competencies in order to serve this population. Project features include development of a new course, Urban Issues in Special Education, and several additional courses, which will be offered in Baltimore City; provision for supervised practica experiences in the trainee's early intervention programs; and provision of a variety of support services to improve retention of trainees. Young children with handicaps in Baltimore City constitute a special population who require unique approaches to family involvement, programming for instruction, and transition to the regular school program. The project will have a significant impact on upgrading the cadre of skilled early interventionists who work with minority children in urban settings.

Training Infant/Family Specialists to Serve Multi-Risk Infants and Their Families

Special Populations Grant	Funding Period: 1990-93
Director: Paula Beckman	Telephone: (301) 405-6492
Fiscal Agency: University of Maryland (College Park, MD)	Grant No.: H029E00024

TARGET OF TRAINING: Students who seek a masters degree or advanced graduate specialist certification in special education, and who wish to specialize in the area of infant intervention; and graduate students who seek degrees in disciplines other than special education (nursing, physical therapy, occupational therapy, speech, human development, applied developmental psychology, social work) and who wish to receive training and experience with multi-risk infants, toddlers, and their families.

TRAINING PROGRAM: The project will offer graduate-level training to prepare Infant/Family Specialists to serve multi-risk infants, birth through age 2 years, and their families. Students will complete coursework and field placements which emphasize multidisciplinary approaches to intervention and working with parents and families in both educational and medical settings. Students also will have the opportunity to receive additional specialized training through externships that will provide highly specific experiences tailored to the unique interests and training needs of the individual student.

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Special Populations Grant	Funding Period: 1990-93
Director: Patricia Rissmiller	Telephone: (617) 642-0238
Fiscal Agency: Shriver Center (Waltham, MA)	Grant No.: H029E00041

TARGET OF TRAINING: Graduate-level students in nursing, occupational therapy, physical therapy, special education, speech and language pathology, and social work,

TRAINING PROGRAM: The project will offer a two-semester interdisciplinary training program to prepare personnel to provide services to infants, toddlers, and children with or at risk for handicaps who belong to cultural or linguistic minorities. The training vehicle is an interdisciplinary masters-level preservice program that incorporates didactic and practical experiences. Specific program objectives are 1) to provide students with interdisciplinary coursework and practicum experiences in special needs, 2) to train students to provide interdisciplinary diagnostic and therapeutic services, 3) to provide information regarding cultural differences an the relevance of those differences to special needs services, 4) to provide students with experience in special needs programs with families that represent a variety of cultural backgrounds and socioeconomic status, and 5) to increase the supply of special needs professionals who have interdisciplinary training and who are culturally sensitive. Training will occur in field settings where practical experience can be readily integrated with academic education. The settings will be chosen because they offer substantial exposure to minority children with special needs and their families

Preservice Preparation of Minority Personnel to Serve Handicapped Preschool Children from Minority Cultures

Special Populations Grant	Funding Period: 1989-92
Directors: Ena Vazquez-Nuttall & Karin Lifter	Telephone: (617) 437-2485
Fiscal Agency; Northeastern University (Boston, MA)	Grant No.: H029E90040

TARGET OF TRAINING: Masters-level students from minority cultures with backgrounds in school psychology and early childhood special education.

TRAINING PROGRAM: The project will offer preservice training to prepare minority school psychologists and special educators to work with multicultural/bilingual preschoolers and to provide role models. Students will graduate with a C.A.G.S. or masters degree, respectively. Students in special education will complete the state-approved moderate or severe special needs certification program; students in school psychology will complete the two-year, state-approved certification program. Students will complete regular program requirements and enroll in two shared courses with extensive field-based training components: Preschool Psychoeducational Assessment, and Issues in Providing Services to Minority Handicapped Preschoolers. School psychology students also will take a course in Therapies for Preschool and Young Children. Teaching and direct provision of psychological services to minority handicapped preschoolers will be further discussed during several internship and practicum seminars. Fieldwork will take place in school systems with substantial numbers of handicapped minority preschoolers and, where possible, under the supervision of minority practitioners. The internship/practica will focus on practical issues encountered in assessment, teaching, and therapy. Personnel from Counseling Psychology, Rehabilitation, and Special Education Programs will offer the program.

Transdisciplinary Training for Direct Services Personnel in Family-Centered Early Intervention with At-Risk Young Children in Multi-Stressed Families

Special Populations Grant	Funding Period: 1990-93
Director: Estella Fair	Telephone: (601) 266-5163
Fiscal Agency: University of Southern Mississippi (Hattiesburg, MS)	Grant No.: H029E00075

TARGET OF TRAINING: Graduate-level students from special education, speech pathology, psychology, counseling psychology, nursing, social work, community health, dietetics, and family life studies.

TRAINING PROGRAM: The project will develop a preservice training program for the preparation of direct service personnel in family-centered intervention with at-risk young children, birth through age 5 years, in multi-stressed families. The target population has an infant mortality rate of 12.3 per 1000, and a low birthweight rate ranging from 17.7-23.7%. Conditions of low educational levels, unemployment, poverty, teenage pregnancy, and single-parent households create multi-stressed families which place children at risk for poor developmental outcomes. The program will provide transdisciplinary training to ensure an integrative concept of professional roles deemed essential to provision of effective and efficient services to these families. Training content will be based on six primary competency areas: 1) normal and atypical child development, 2) legislation related to early intervention, 3) working collaboratively with multi-stressed families using an ecological framework, 4) interdisciplinary and interagency collaboration, 5) provision of hospital-based assessment and intervention, and 6) provision of home/community-based assessment and intervention.

Training Bilingual/Bicultural Teachers to Work with Culturally and Linguistically Different Exceptional Young Children

Special Populations Grant	Funding Period: 1990-93
Director: Carlene Van Etten	Telephone: (505) 277-5018
Fiscal Agency: University of New Mexico (Albuquerque, NM)	Grant No.: H029E00065

TARGET OF TRAINING: Bilingual/bicultural and monolingual/monocultural teachers of children, age 3 to 8 years. Recruitment will address both urban and rural personnel needs.
TRAINING PROGRAM: The project will develop a training program to prepare bilingual/-bicultural teachers or monolingual/monocultural teachers to work with young culturally and linguistically different exceptional (CLDE) children and young limited English proficient (LEP) children who may present unusual needs in terms of their bilingual/bicultural background and accompanying physical, medical, or chronic health problems. The interdisciplinary training sequence will (a) provide trainees with the knowledge skills, and competencies identified as appropriate to teachers of young CLDE children and LEP exceptional children in rural and urban New Mexico, as well as response to national norms and standards and state certification requirements; (b) provide appropriate varied, and continuous practicum experiences that allow for meeting individual needs; and (c) meet the needs of trainees with various backgrounds and skill levels. Training will lead to either masters degree or certification. The project will refine existing competencies which delineate the multicultural knowledge skills specific to personnel preparing for careers with young CLDE/LEP children and integrate these competencies into the overall curriculum. Training packages will be utilized in coursework in core classes, and will serve as samples which can be check out by teachers.

Preparation of Therapeutic Recreation/Child Life Specialists: Focus on Handicapped and At-Risk Infants, Toddlers, Children, and Youth of Diverse Cultural/Ethnic Backgrounds

Special Populations Grant	Funding Period: 1989-92
Director: Claudette B. Lefebvre	Telephone: (212) 998-5605
Fiscal Agency: New York University (New York, NY)	Grant No.: H029E90029

TARGET OF TRAINING: Undergraduate students in therapeutic recreation.
TRAINING PROGRAM: The project addresses the need for culturally competent therapeutic recreation specialists to serve handicapped and at-risk infants, toddlers, children, and youth from diverse ethnic and cultural backgrounds. Students will be trained to 1) meet the play, recreation/therapeutic recreation, and socio-leisure needs of these children; 2) serve as advocates for and "culture brokers" between culturally diverse service recipients and service providers in a variety of educational and treatment settings; 3) identify training practices that bridge the gaps between awareness of cultural issues and demonstration of culturally appropriate behaviors in programming and delivery of services; 4) conduct status and needs assessment surveys specific to a) cross-cultural training processes, practices, procedures, and resources utilized in higher education programs in recreation and leisure studies, and b) the perceived needs and priorities for cross-cultural training among therapeutic recreation/child life specialists working in the urban NYC metropolitan area; 5) enhance cross-cultural networking and support relationships among higher education programs, students, practitioners, and agencies serving the handicapped; and 6) prepare and disseminate learning resources that enhance cultural competence among practitioners and facilitate delivery of culturally relevant services to special groups of children.

Teacher Training Project for Special Populations within Early Childhood Special Education

Special Populations Grant	Funding Period: 1990-93
Director: Ruth Gold	Telephone: (516) 560-5782
Fiscal Agency: Hofstra University (Hempstead, NY)	Grant No.: H029E00018

TARGET OF TRAINING: Graduate-level students in early childhood special education.
TRAINING PROGRAM: The project will develop a preservice training program to prepare teachers to provide effective, culturally appropriate programming to meet the needs of young children, age 3 through 5 years, from diverse ethnic and cultural backgrounds who have handicapping conditions, and to facilitate their transition into local district programs. The field-based training program integrates coursework and practical experience, and emphasizes developing positive interactions with families from minority backgrounds. A unique features of training is the use of Mediated Learning Experiences. Students will attend university classes in late afternoon; during the morning they will participate in field settings that will familiarize them with a variety of programs for preschoolers with handicapping conditions. Large group, field-related seminars will be held at the university every other week, alternating with seminars at field settings. A master teacher at each site will coordinate activities with the project director. Field sites will provide opportunities for students to observe and model the performances of skilled service providers from various fields who work with children and families from diverse cultures. Students will take part in team meetings, parent conferences, and inservice activities at the site. Training will lead to a Master of Science in Early Childhood Special Education and New York State certification.

Professionals Relating Effectively to Parents in At-Risk Environments

Special Populations Grant	Funding Period: 1990-93
Director: Marilyn Espe-Sherwindt	Telephone: (513) 559-4321
Fiscal Agency: Cincinnati Center for Developmental Disorders (Cincinnati, OH)	Grant No.: H029E00066

TARGET OF TRAINING: Graduate students in early childhood special education.
TRAINING PROGRAM: Project PREPARE will develop a three-quarter sequence within the University of Cincinnati's Master's program in Early Childhood Special Education to train early interventionists in the skills needed to work effectively with parents in specific at-risk environments. The model will emphasize the key elements of exemplary intervention training: knowledge base, field-based experience, supervision, and collegial support. Training will address the specific knowledge base required to work effectively with persons in at-risk environments, and provides additional seminars and supervised field-based experiences. The project will develop a consortium of "nontraditional" community placements (e.g., mental health clinics, programs for adult with mental retardation, substance abuse treatment programs, protective services agencies) which will provide field-based experience and supervision for students to practice and refine these skills. Stipends will be offered to master's level early intervention students to increase their skills by participating in the University Affiliated Cincinnati Center for Developmental Disorders high-risk early intervention program, as well as the consortium placements. The preservice training model will be evaluated and disseminated nationally.

Preservice Training in Early Childhood Special Education

Special Populations Grant	Funding Period: 1989-92
Director: Eloina Rodriguez	Telephone: (809) 764-0000, Ext 2263
Fiscal Agency: University of Puerto Rico (Rio Piedras, PR)	Grant No.: H029E90052

TARGET OF TRAINING: Undergraduate students in the special education program who are in their third year of undergraduate studies.
TRAINING PROGRAM: The project will offer an upper level undergraduate preservice training program to prepare teachers to work with young children, age 3 to 5 years, with handicaps. The program will consist of a 22-credit sequence of courses and practicum. Training is designed to a) enhance the development of handicapped preschoolers and minimize their potential for developmental delay; b) minimize the need for special education and related services for these children when they reach school age; c) minimize the likelihood of institutionalization for these children; d) maximize the potential for independent living; and e) enhance the capacity of families to meet their children's special needs. The project will lead to the institutionalization of a sub-specialization in Early Childhood Special Education at the University of Puerto Rico.

U.S. Preparation of Speech Pathology and Audiology Personnel in Developmental Communication

Special Populations Grant	Funding Period: 1989-92
Director: Maynard D. Filter	Telephone: (703) 568-6440
Fiscal Agency: James Madison University (Harrisonburg, VA)	Grant No.: H029E90006

TARGET OF TRAINING: Masters-level students in speech and hearing sciences.
TRAINING PROGRAM: The project will develop a 9-credit emphasis in the area of infant communication within the Department of Speech Pathology and Audiology to prepare specialists in the area of developmental communication. The specialized emphasis on infant communication will be provided as a module within the existing core curriculum, and will include coursework addressing normal and atypical development, and remediation for the delayed/disordered infant and family. Techniques for identification, assessment, and management will be included in both didactic and clinical experiences to be completed by the trainee within the two-year graduate program.

Production of Videotapes of Health Care Procedures for Severely Handicapped Children

Special Projects Grant	Funding Period: 1989-92
Director: Ann Smith	Telephone: (303) 270-8733
Fiscal Agency: Health Sciences Center, University of Colorado (Denver, CO)	Grant No.: H029K90161

TARGET OF TRAINING: Special educators; classroom aides; related services personnel, including nurses, therapists, social workers, and support staff; and regular education personnel.
TRAINING PROGRAM: The project will develop four videotapes demonstrating selected health-related procedures, with accompanying skill evaluation videotapes for testing trainee competency, designed for educational and support personnel working with children with disabilities in a variety of educational settings. The 30-minute training videos will address such skill activities as oral suctioning, catheter care, clean intermittent catheterization, stoma care, positioning, care of emergency equipment, and infectious disease control. A series of 8 to 10 critical events involved in each skill will be identified. For example, for nasogastric tube feeding, these events are equipment, preparation of the student, test for tube placement, tube aspiration, placement of bottle, checking prescribed formula, regulating fluid, cleaning and string, feeding equipment, and post-feeding care of the student. These events will be written into script form and produced as a separate trainee evaluation tape in a parallel production to the instructional tape. The evaluation packages can be used for pre-testing, post-testing, comparison of group or individual competence levels, screening for readiness for actual performance demonstration, and self-evaluation of knowledge and problem analysis related to skills.

Inservice Program for Intermediate Care Facility Staff Meeting the Developmental Needs of Medically Fragile/Severely Handicapped Children, Birth-to-Three, and Their Families

Special Projects Grant	Funding Period: 1989-93
Director: Judith Pokorni	Telephone: (202) 687-8635
Fiscal Agency: Georgetown University Child Development Center (Washington, DC)	Grant No.: H029K90118

TARGET OF TRAINING: Medical, nursing, and related services professionals; social service staff; and paraprofessional caregiving staff.
TRAINING PROGRAM: The project will develop an inservice training program to provide intermediate care facility staff with the knowledge, attitudes, and skills needed to respond to both the developmental needs of chronically ill and severely handicapped infants and young children, and the needs of their families. Content is will address the cognitive, psychomotor, and psychosocial needs of these children; fostering optimal development; interdisciplinary programming; and case management. The curriculum will consist of a package of videotaped learning segments with accompanying training guides, in order to accommodate inservice needs of round-the-clock intermediate care facility personnel. An interdisciplinary review committee will review the curriculum in its formative stages. Training materials will be field-tested in the Washington/-Baltimore area before implementation at six other sites across the country.

Model for Outreach Training in Infant Intervention

Special Projects Grant	Funding Period: 1989-92
Director: Nancy L. Peterson	Telephone: (913) 864-4954
Fiscal Agency: University of Kansas (Lawrence, KS)	Grant No.: H029K90215

TARGET OF TRAINING: Professionals in early childhood special education who are already working with handicapped or at-risk infants and toddlers or who wish to move into job position working with this population.

TRAINING PROGRAM: The project will develop a specialized training sequence for personnel interested in working with infants and toddlers with disabilities, including young children (under age 5 years) with severe/multiple disabilities whose developmental levels are commensurate with that of an infant. The outreach training model builds upon previous curricula for training infant interventionists and will be designed to upgrade the skills and overall expertise of employed professional in early childhood special education. The project will reorganize and expand the current curriculum into new course formats to address specific trainee needs. The project will develop delivery formats that allow rapid training of large numbers of personnel to work with handicapped infants and their families, and of persons who can train others. Training will be delivered in locations and on schedules that give better access to persons at remote locations throughout the state. To accommodate the needs of individuals whose full-time employment typically restricts their willingness or ability to handle additional workloads, curriculum content will be provided in smaller segments or "mini-courses."

Interdisciplinary Inservice Training Model for Early Intervention

Special Projects Grant	Funding Period: 1989-92
Director: Camille Catlett	Telephone: (301) 897-5700
Fiscal Agency: American Speech-Language-Hearing Association (ASHA) (Rockville, MD)	Grant No.: H029K90134

TARGET OF TRAINING: Teams of professionals, which include speech-language pathologist, occupational therapist, physical therapist, and early childhood special educator.

TRAINING PROGRAM: The project will develop a training program to prepare interdisciplinary teams of professionals to provide appropriate services to infants and toddlers with special needs and their families. The project will develop a package of instructional materials, including videotapes, slides, and manuals, and field-test the materials using a trainer-of-trainers model. As many as 51 integrated programming teams, drawn from the 50 states and the District of COlumbia, will attend a training institute designed to a) provide instruction in the design and implementation of infant, toddler, and family services within the context of the integrated programming teams, and b) provide the team with the skills procedures, and instructional materials for training other teams. Each team will return to its home state prepared to train at least five additional teams. Evaluation of instructional strategies, materials, and project impact will be conducted throughout the project. The project represents a collaborative effort among six national professional organizations: ASHA, the Council the Exceptional Children, the National Association of State Directors of Special Education, the American Physical Therapy Association, the American Occupational Therapy Association, and the Parent Educational Advocacy Training Center. Additional collaboration with state lead agencies for the birth-to-2 population will enable training to be conducted in the most cost-effective manner.

Project VISIT

Special Projects Grant	Funding Period: 1990-93
Director: Margot Kaplan-Sanoff	Telephone: (617) 534-4767
Fiscal Agency: Boston City Hospital (Boston, MA)	Grant No.: H029K00047

TARGET OF TRAINING: Child care staff of existing centers; and community volunteers.
TRAINING PROGRAM: Project VISIT offers a model of extensive, cost-effective, inservice training for child care providers who work with children from low-income families in rural and urban communities who are at risk for a variety of adverse behavioral and developmental outcomes due to medical and environmental factors. The project sends early childhood specialists and community volunteers to "visit" with identified children in centers and homes. The daily reality of the problems which children living in poverty raise for child care staff serves as the common ground for training at each site, allowing early childhood specialists to provide continuous, on-site training and support around such issues as assessment, educational planning, curriculum development, and management strategies. Community volunteers function as additional personnel in the classroom, allowing staff to focus on observation, teaching techniques, and problem-solving strategies with identified children. Project VISIT also offers a collaborative medical-educational training component. Developmental pediatricians from Boston City Hospital will provide consultation to project staff and a weekly call-in hour for child care staff participating in the project. The pediatricians and early childhood specialists will co-write a training manual focusing on the medical aspects and classroom management of learning problems in children who are at risk for delay due in part to medical problems associated with poverty.

Child Abuse Prevention: An Innovative Model for Early Childhood Professionals

Special Projects Grant	Funding Period: 1990-92
Director: Paula Goldberg	Telephone: (612) 827-2966
Fiscal Agency: The PACER Center, Inc. (Minneapolis, MN)	Grant No.: H029K90010

TARGET OF TRAINING: Teachers, aides, early childhood coordinators, day care providers, public health nurses, related services personnel, and parents.
TRAINING PROGRAM: PACER (Parent Advocacy Coalition for Educational Rights), a coalition of disability groups in Minnesota, will develop a training program related to the issues of child abuse and children with disabilities, birth through age 5 years. The project has three levels of services. Level I--Information and Dissemination: PACER will develop a 20-page booklet dealing with child abuse as it affects children, birth through age 5 years, with emphasis on children with disabilities. Level II--Training of Early Childhood Professionals, Teachers, Parents, and Other Interested Persons: PACER will develop a training model on child abuse recognition and intervention, emphasizing the relationship of child abuse and disabilities, for teachers and other personnel who work with young children. The project will conduct two day-long workshops each year, and will offer four 3-hour inservice sessions. Level III--Replication and Training of Special Education Teachers and Other Early Childhood Professionals: PACER will adapt the specialized model on child abuse for replication with personnel and parents in rural settings. The project will offer three to four inservice sessions, and will prepare an outline, transparencies, and other materials to enable school districts and other groups across the state to replicate the training model for educators.

Preservice, Multidisciplinary Model for Training Nurses in the NICU

Special Projects Grant	Funding Period: 1989-92
Director: Virginia Wyly	Telephone: (716) 878-6027
Fiscal Agency: State College of Buffalo (Buffalo, NY)	Grant No.: H029K90075

TARGET OF TRAINING: Nurses in neonatal intensive care units (NICUs), nursing faculty of academic training programs, and related NICU health professionals.

TRAINING PROGRAM: The project will develop, implement, refine, and evaluate a multidisciplinary training-of trainers, preservice training model for nurse care professionals who work in the neonatal intensive care unit (NICU). Training will emphasize the need for psychosocial interventions for infants and families in the NICU and facilitation of parent-infant interactions. Trainees will receive intensive training in the Nurse-Parent Training Curriculum, developed in a previous project, which addresses three content areas: The Nurse in the NICU, the Infant in the NICU, and the Family in the NICU. These trainees in turn may act as trainers within their own school or hospital unit. Model activities will take place in three phases: Phase I--Planning, Development, and Field Test; Phase II--Training; and Phase III--Evaluation and Dissemination. Evaluation of the training model will focus on its effectiveness in meeting project objectives and on attainment of training competencies. The preservice model, refined curriculum, and program products will be made available to hospitals, nursing schools, and other professional training programs.

Training Model to Prepare Paraprofessionals to Work with Infants, Toddlers, and Preschool Children

Special Projects Grant	Funding Period: 1990-93
Director: Anna Lou Pickett	Telephone: (212) 642-2948
Fiscal Agency: City University of New York (New York, NY)	Grant No.: H029K00037

TARGET OF TRAINING: Paraprofessionals involved in programs providing special education and related services.

TRAINING PROGRAM: The project addresses the need to improve the quality of on-the-job performance of paraprofessionals through structured training. The project will develop and pilot test a series of instructional modules for paraprofessionals working in (a) home- or center-based programs for children, birth through age 5 years, (b) secondary vocational and transition programs, and (c) integrated classrooms and other settings. These modules will supplement materials designed to prepare paraprofessionals to work in more traditional special education programs. The project also will develop a manual and program of technical assistance for administrators and staff developers in provider agencies and institutions of higher education. The materials and guidelines developed will serve as a resource for administrators and staff developers in state department fo education, local education agencies, and institutions of higher education, and will provide these organizations with information and strategies they can build on to strengthen pre- and inservice training for paraprofessionals.

Integrating Early Intervention Services into Community Programs: Training Staff to Monitor Child Progress

Special Projects Grant	Funding Period: 1990-93
Director: Joyce Peters	Telephone: (503) 838-8812
Fiscal Agency: Teaching Research Division (Monmouth, OR)	Grant No.: H029K00028

TARGET OF TRAINING: Professionals currently serving young children in regular community child care programs; most hold a Bachelor's degree in education or early childhood.
TRAINING PROGRAM: The project will develop a cost-effective inservice program to train child care personnel to select and implement functional instructional formats and data systems for monitoring child progress. Training content will focus on skills for selecting and implementing nonintrusive systems for data collection appropriate to regular preschool settings. Training will be competency based, and trainees will be expected to meet five objectives: 1) understanding of 27 behavioral terms (e.g., age appropriate, developmentally appropriate, early intervention); 2) knowledge of P.L. 99-457 and applications in the classroom; 3) knowledge of various instructional formats that accommodate implementation of IEP goals; 4) ability to utilize a variety of data collection forms, analyze data, and modify instructional programs accordingly; and 5) demonstrated ability to select and apply an appropriate instructional format and data system in small group and individual settings. The project will work collaboratively with community agencies to identify programs (e.g., Head Start, private preschools, and corporate child care) in which children with disabilities can be integrated. A needs survey will be sent to community programs in several states at the beginning of the project. Dissemination activities will incorporate the training of trainers and follow-up technical assistance to the adopting sites.

Training and Support Model for Community Based Preschool/Child Care Programs

Special Projects Grant	Funding Period: 1990-93
Director: Torry Piazza Templeton	Telephone: (503) 838-8766
Fiscal Agency: Teaching Research Division (Monmouth, OR)	Grant No.: H029K00042

TARGET OF TRAINING: Professionals and paraprofessionals who provide preschool/child care but who have not been trained to serve children with handicaps.
TRAINING PROGRAM: The project will develop, evaluate, and disseminate an inservice training program for child care personnel who wish to serve preschool children with handicaps in integrated, community-based programs. The program will focus on two crucial elements: 1) training child care personnel in the skills necessary to serve children with handicaps, and 2) providing support to personnel in the use of best practices within the typical early childhood setting. The project's philosophy is that preschool child care personnel need not necessarily change their current roles to serve children with handicaps appropriately. Rather, they need to broaden their existing roles to embrace the special needs of handicapped children. The project will develop training materials to facilitate implementation of the program and design a follow-up plan to provide multidisciplinary support to the community program. Dissemination activities will include awareness presentations at conferences and workshops, journal articles, and training of trainers. Evaluation of the training model, materials, and replication efforts will occur at four levels: participant satisfaction, acquisition of skills during training, implementation of skills in the work environment, and change in participant behavior as it relates to training competencies.

Preparation of Special Education and Related Services Personnel to Work with Young Handicapped Children in Rural Areas

Special Projects Grant	Funding Period: 1989-94
Directors: Cordelia Robinson & Robbie Kendall	Telephone: (803) 323-2244
Fiscal Agency: Human Development Center, Winthrop College (Columbia, SC)	Grant No.: H029K90226

TARGET OF TRAINING: Personnel working with young handicapped children in rural school districts who do not meet qualifying criteria for Early Childhood Special Education, or diagnostic or administrative staff who wish to obtain background in working with children with disabilities; 2) professionals in community settings, such as community health nurses, child care personnel, Head Start staff, special services personnel, and developmental therapists (e.g., physical therapists, speech pathologists), who serve or plan to serve young children with disabilities; and 3) undergraduate or graduate students special education, early childhood education, physical education and recreation, school psychology, social work, and nutrition.
TRAINING PROGRAM: The project will develop, refine, and offer a series of specialized educational programs to prepare personnel from education and related service disciplines to work with handicapped young children and their families. The specialized coursework will be offered in rural communities throughout South Carolina on an inservice training basis. Employed trainees may be working toward a specific degree or certification criteria. The project will offer a three-course sequence of specialized content experiences related to working with handicapped and at-risk infants and preschoolers and their families, and will provide ongoing resource assistance a telementoring process.

Statewide Inservice for Early Intervention Personnel to Implement Public Law 99-457

Special Projects Grant	Funding Period: 1989-92
Director: Thomas Clark	Telephone: (801) 752-4601
Fiscal Agency: Utah State University (Logan, UT)	Grant No.: H029K90016

TARGET OF TRAINING: Masters-level professionals working in home- or center-based early childhood or preschool programs. Participants have undergraduate backgrounds in special education, early childhood, physical therapy, social work, nursing, speech pathology and audiology, and related disciplines.
TRAINING PROGRAM: The project will offer an inservice training program to prepare personnel to work with young children, birth through age 5 years, with special needs. The project will develop five 3-semester-hour courses: Infant/Child Development; Atypical Child Development (Birth through Five); Interaction with Families; Program Implementation (Birth through Two)--Home-Based Programming; and Assessment of the Infant, Toddler, and Preschool-Aged Child with Special Needs. These courses will be taught in all regions of Utah through a six-hour on-site regional weekend session, twelve hours of home study, two ComNet sessions or on-site sessions, and a final six-hour on-site session. Each course will be developed by a curriculum development specialist and field-tested regionally. A program delivery specialist will assist in finalizing and packaging the inservice courses for use in regional inservice training and through Utah State University's extension program and preservice early childhood programs. The project is working closely with state agencies in determining personnel needs in Utah. The training credit may be applied toward a Master of Science degree in Special Education or Communicative disorders, and/or toward statewide certification in early childhood intervention.

Family-Centered Early Intervention Personnel Preparation Model

Special Projects Grant
Director: Angela Capon
Fiscal Agency: Center for Developmental Disabilities,
University of Vermont (Burlington, VT)

Funding Period: 1990-93
Telephone: (802) 656-4031
Grant No.: H029K00032

TARGET OF TRAINING: Faculty of small/rural universities and colleges preparing early interventionists in the areas of special education, nursing, medicine, social work, speech and language pathology, and occupational and physical therapy.
TRAINING PROGRAM: The project will develop, implement, and evaluate a model designed to enable professionals involved in the preparation of early interventionists to (1) develop an understanding of the principles of the family-centered approach to early intervention services delivery, and (2) infuse these principles into all aspects of their personnel preparation programs. The term "early interventionist" refers to any professional who provides early intervention services to young children with special needs and their families, and is not intended to exclude any profession or discipline. The project will offer a series of week-long intensive Leadership Institutes for faculty working in small/rural universities and colleges throughout Vermont and New England. Curriculum content for the Institutes will be reviewed and revised six times by a national panel of experts. During the final project year, curricular materials will be finalized and prepared for state, regional, and national dissemination. Dissemination materials will include a Family-Centered Early Intervention Personnel Preparation Model Manual that includes guidelines for the preparation of family-centered early intervention personnel, as well as materials and activities enabling the implementation of hose guidelines.

Training Project for Early Intervention Parent/Professional Teams

Special Projects Grant
Director: Nona Flynn
Fiscal Agency: Parent Educational Advocacy Center
(Alexandria, VA)

Funding Period: 1990-93
Telephone: (703) 836-2953
Grant No.: H029K00019

TARGET OF TRAINING: Parent/professional teams.
TRAINING PROGRAM: The project will develop a replicable model for training parent/-professional teams, each comprised of a parent of an exceptional child and an early childhood professional. These teams, based in local community resource centers, will provide support services to families of exceptional children, birth to age 6 years, and to early childhood professionals. Through this partnership approach in a community service setting, information and training services will be focused upon enabling and empowering families by building on their strengths to meet identified needs. The proposed training curriculum, designed with direction from state interagency committees, will be tested and refined initially with six parent/professional teams, and then replicated in twelve additional communities in two states. A trainer's manual will be developed to enable state education agencies to continue the team training model. At the state level, support for the parent/professional team training model will be established through the Interagency Coordinating Council and other agencies responsible for services to families of young exceptional children. The model also will be integrated into the Comprehensive System for Personnel Development. Dissemination of the model will occur through direct consultations with other states and concentrated promotion through national organizations. The Parent Educational Advocacy Training Center will initiate the training model in collaboration with the state education agencies in Virginia and West Virginia.

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INDEX A

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NEC*TAS

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